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ABSTRACT

Problem areas for the Mexican American female (Chicana) in higher education were investigated and compared to those of the Mexican American male (Chicano). A specific objective was to document the heterogeneity and complexity of the Chicana population and the corresponding variation in educational experiences. An executive summary and full report are presented on the findings of a 2-year study of undergraduates at five higher education institutions. Using multivariate analysis and path modeling, a great diversity in age, outside commitments, socioeconomic status, and English and Spanish language proficiency was found. The greatest contrasts were found between the private university and community college populations. Differences between males and females were identified in three areas: domestic responsibilities, parental support, and stress experienced. Academic ability, use of academic support services, friendships at school, involvement in campus activities, and immigrant status were also evaluated. The effects of instructor evaluation of written work on student effort were assessed, and the Chicano Reference Group Index, an attitudinal scale based on preferred ethnic self-identification terms, was administered. Students were found to vary widely in age, responsibilities for jobs and domestic roles, academic skills, and the amount of progress they were making toward timely completion of their programs. Special consideration is directed to students who work over 30 hours a week, women who devote many hours to domestic labor, and students who are experiencing academic difficulties. A bibliography, questionnaires, and an executive summary are appended. (SW)

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CHICANAS IN POSTSECONDARY EDUCATION

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CHICANAS IN POSTSECONDARY EDUCATION

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CHAPTER ONE: OVERVIEW

I. Introduction

As members of a dual minority, Chicanas are faced with the double barrier of racism and sexism. In order to overcome these obstacles they must do battle on two fronts at once. As a group, Chicanas have an extremely low socioeconomic status. For many, these obstacles are compounded by linguistic differences and cultural expectations. It should not be surprising, therefore, that Mexican American females are at the lowest levels of educational attainment, professional status and income, and at the highest levels of unemployment and poverty. Nevertheless, few are aware that of all major population groups, Mexican American females are the poorest and the most under-represented group in higher education in the country. This comparison includes all men, including those of Mexican origin, and all women, including white, black, and other Spanish origin females.

The Mexican American population as a whole suffers from low educational attainment. In March 1979, only 34.9% of the Mexican origin population 25 years old and over had completed 4 years of high school. The high school completion rate for the non-Spanish origin population was twice as high with 68.9%. At the higher education level, the completion rate for 4 years or more of college is more than 4 times higher for the non-Spanish origin population (25 years and over) than for the Mexican origin population. Actual proportions are 3.9% for Mexican origin and 16.9% for non-Spanish origin.¹ According to the Western Interstate Commission for Higher Education, "Hispanics* are the largest minority group in the West, yet they are the most

*Because of the difficulty of locating statistics specifically on Mexican American females, it has at times been necessary to present data on populations listed as Hispanic, Spanish origin, and Spanish speaking. These headings include individuals of Puerto Rican, Cuban, Spanish, Central and South American descent as well as those of Mexican origin. Nationally Mexican Americans account for 60.6% of the Spanish (Hispanic) origin population. In the 5 Southwestern states (Arizona, California, Colorado, New Mexico and Texas), 86% of Spanish origin people are of Mexican descent. No figures are available on the Western region specifically (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming), but presumably the proportion is very high, as the other two large Spanish origin populations, Cubans and Puerto Ricans, are concentrated in the East and Southeast, particularly in New York and Florida (U.S. Bureau of the Census, Persons of Spanish Origin in the United States: March 1979, Current Population Reports, Series P-20, No. 354, p. 1).

underrepresented in enrollment in higher education institutions in the region".²

As stated at the outset, Chicana females are at an even greater disadvantage. According to the Census Bureau, only 2.8% of Mexican origin women 25 years old and over had completed 4 years or more of college in March 1979. Completion rates for other groups in that year were 5.1% for Mexican origin men; 8.4% for other Spanish origin women; 12.9% for other Spanish origin men (within this group, the completion rate for Puerto Ricans was also low, with 5.4% of men and 3.2% of women completing 4 or more years of college); 13.2% for non-Spanish origin women; and 20.9% for non-Spanish origin men. While the completion rate for Mexican origin men is low compared to other groups, it is nearly twice as high as that of Mexican origin women. Among non-Spanish origin women the 4 year college completion rate is 4.7 times higher and that of non-Spanish origin men is 7.5 times higher than that of Mexican origin women.³ Comparable figures are not available for black men and women, but statistics compiled by The Chronicle of Higher Education (September 13, 1976, p. 12) indicate that the college completion rate of blacks was higher than for Mexican origin people in 1975. Five percent of black men 14 years old and over had completed 4 years of college or more, and 5.2% of black women had attained the same educational level. For Mexican origin men the proportion completing 4 years or more of college was 3.8% and for Mexican origin women it was 1.7%. For whites in that year the figures were 14.8% for men and 9.4% for women.

In addition to being the most underrepresented of the major population groups in higher education, Chicanas are also the poorest group in the country, with the majority in low paying, low status jobs. In March 1979 only 6.4% of Mexican origin women 16 years of age and over were in professional and technical occupations, while 31.1% were in clerical jobs, 24.8% were non-transport operatives, and 23.4% were service workers.⁴ In 1978, 56% of Mexican origin women 14 years of age and over earned less than \$4,000. This proportion was the highest of any group for this low level of income. Other groups included in the comparison were other Spanish origin men and women and non-Spanish origin men and women. At the low end of the scale, 20.7% of non-Spanish origin men earned less than \$4,000.⁵ The median income of \$3,415 for Chicanas in that year was the lowest compared to non-Spanish origin and all other Spanish origin persons. With a median income of \$4,085

non-Spanish origin females earned 1.2 times as much as Mexican origin females. Mexican origin men, with a median income of \$8,300 earned 2.4 times as much, while non-Spanish origin males earned more than three times as much as Mexican origin women. The median income of non-Spanish origin males was \$11,107.⁶ In 1977 black women had a median income of \$3,455 (this includes persons 14 years old and over with income), which was low compared to the income of white men (\$10,603) and women (\$4,001), but was somewhat higher than the income of Chicanas one year later. The median income of black men in 1977 was \$6,292.⁷ The unemployment rate of 10.7% for Mexican origin females in March 1979 was topped only by Puerto Rican women (11.9%) and men (14.3%).⁸ Unemployment figures for blacks are not available for 1979, but the annual average in 1977 was high with a 19.5% rate for men and 12.2% for black women.⁹

It is reasonable to conclude that unless the educational attainment of Chicanas is greatly improved, their professional status and income will remain at the lowest levels.

II. Policy Implications of the Research

Chicanos are a young and rapidly growing minority. Nearly half (47.5%) of the Mexican American population is under the age of 20, while 43% is under the age of 18. The median age for Mexican origin persons is 21.1. The U.S. population as a whole is considerably older and has a median age of 29.8. The median age of persons not of Spanish origin is even older at 30.4.¹⁰ The youth of the Mexican origin population should be an important issue for educators.

In key cities, such as Los Angeles, the kindergarten population in the public schools is already 50% Hispanic. Because of their numbers and youth, Mexican Americans form an increasingly important part of the student population, especially in the Western and Southwestern states. It is obvious that the needs of these students are not currently being met. As stated earlier, Chicanos form a major part of the most underrepresented group in higher education in the western region. The underrepresentation of Chicana females is even more severe. In spite of this, Chicanas have long been the victims of scholarly neglect. Up to now little empirical research has focused on the Chicana student and it is difficult to find statistical data that do not merge Chicanas with other Hispanic females or with Mexican American males.

This research study is an important step toward identifying specific

problem areas for Chicana students and understanding the causes of these problems. Because we included a Chicano male control group, we are able to address the needs of Mexican American students of both sexes. Our objective in the research and in this report is to address the subject in a way that examines the complexity of the population and highlights variation in the higher educational experience within the population.

III. Research Questions and Hypotheses

This survey was designed to accomplish a number of purposes. First, we saw a great need to describe the Chicana population and to examine the experiences of Chicanas in attending different types of colleges and universities. There is no way that reasonable policy can be formulated from national random samples, even if longitudinal, where the figures for Chicanos (male and female) are averaged across sex, social class, and type of institution. If we arrive at reasonable recommendations for institutions to follow, we must begin to describe the process by which the Chicana student succeeds or fails in completing her program within a particular type of institution. Furthermore, we must move on from using the ethnic group as the unit of analysis and begin to break it down into different kinds of students who may experience very different kinds of problems as they interact with an institution.

Information on Chicanas has been scarce. Even sophisticated, highly educated personnel at institutions of higher education tend to hold stereotypes concerning the Chicana. Available data only tell us that she is underrepresented in the higher education population. Previous research also tells us that Chicanos, both male and female, are most likely to attend a two year community college. This in itself is one reason why college persistence rates appear so unfavorable for this social group. The record of community colleges in producing students who transfer to the four year college and eventually graduate is poor for all students.¹¹ Therefore, our first purpose was to describe the college experience, in different kinds of institutions, of Mexican American women and men who come to college from varying kinds of social background and different levels of academic preparation.

Secondly, we wanted to compare the experience of men and women of this ethnic and social background and to examine how the status of being a woman as well as a member of an oppressed minority group affects the probability of

finishing a college program. As the data in the introductory section suggest, there is some indication that Chicanas are faring even worse than their male counterparts.

Thirdly, we were concerned with the issue of social integration of the student into campus life and the effectiveness of formal support services (especially academic support) offered to the student. In recent years, many campuses in the public system of higher education have developed specialized support services for the student from a lower socioeconomic background who arrives at college with an inadequate academic preparation. In connection with the EOP program for example, an entire family of services has sprung up that offers academic as well as social support for the student who is poor enough to qualify for special government subsidy. In addition, most campuses offer learning assistance centers, academic counseling, and specialized tutorials in basic academic subjects. Some of these services deliberately make efforts to meet the needs of minority students by their choice of personnel. These services also try to make the student feel "at home" in the college even though there are few other students of the same racial or ethnic background.

We fully expected to find some students with serious academic problems. Previous studies had suggested that academic difficulty was a major barrier to college success for these students.¹² Rather than conduct another study documenting the correlation between socioeconomic status, academic performance and college completion, we wanted to focus on institutional factors that might give critical support to students. We decided to examine the impact on progress of academic and other support services. We also decided to study the role of integration into the social life of a campus. Specifically we hypothesized that successful progress in one's program would be associated with social integration on the campus. In addition, we hypothesized that utilization of academic support would be associated with college success for the student with academic difficulty. In a special analysis, Judith Gonzalez studied the effect of the instructors' evaluation systems on students' academic effort. Academic difficulty was carefully described and analyzed. The measure included an index of language background and English language skills. This is especially important for those students whose parents are immigrants from Mexico and who may still lack skills in writing and speaking English.

Fourthly, we hypothesized that students' involvement in paid work and domestic labor within one's own family would have an important negative im-

pact on progress in college. Insofar as the student (often older than the conventional student) has heavy commitments in social systems other than on campus, we hypothesized that there would be negative effects on student progress.

Fifthly, there were two sets of socio-psychological factors of special interest. One was identification with the Chicano community as a reference group and the other was situational stress experienced by the student in financial, social, and academic areas. Based on research results of a pilot study at Stanford, we expected to find some students much more strongly oriented toward their ethnic group than others. We hypothesized that this difference would be related to social class and expected that more middle class Chicanas would show less identification with the ethnic reference group than Chicanas from lower social class backgrounds. It was also hypothesized that those students who were strongly identified with the Chicano campus community would be more likely to use minority oriented support services.

The study of stress was an exploratory one. A previous study of stress, using similar items (Munoz and Garcia-Bahne) showed very high levels of situational stress among Chicanas in college compared to Chicanos and Anglo men and women. We wanted to explore the variable of stress as it related to our measures of academic difficulty and social integration.

In review, the research questions and hypotheses of the survey are as follows:

Questions

1. What are the major differences in college experience and the likelihood of successful college completion according to the type of institution attended?
2. How do differences in social background among the Chicana population relate to program completion within these differing organizational contexts?
3. What factors associated with being a woman make the college experience of Chicanas different from that of Chicano males? Do Chicanas have a lower probability of successful college completion than Chicanos?
4. How do reports of situational stress relate to academic difficulty, financial problems, and social integration? Do women suffer more from situational stress than men?

Hypotheses

1. Progress in one's college program will be correlated with successful social integration into the campus social system.
2. For students with academic difficulties, academic and social support will be correlated with program progress.
3. Students' involvement with social systems outside the campus (family obligations and/or paid work) will be negatively related to program progress.
4. Strong identification with the Chicano campus community and ethnic group will be associated with use of minority oriented support services.

IV. Survey Design

In designing the study we gave up the goal of a complete national sample in order to gain in developing explanatory power. We surveyed students at five campuses, four of which were public institutions. The selection of campuses for the study was guided by the desire to obtain a heterogeneous sample of Chicanas. In order to adequately assess the range of characteristics for the Chicana undergraduate population and the range of problems and conditions they encounter in college, it was necessary to draw a student sample from several different institutional contexts. The institutions were selected so as to produce sharp differences in the type of Chicana student surveyed. One private, selective university was selected, one selective University of California campus, two campuses of the California State University and College system, and one two-year community college. Two of the campuses selected were residential schools.

The private university was selected because it is a residential institution that is extremely selective in its admissions policies, requires full time enrollment, and is very costly. Of all the participating schools, the private campus ranks the highest in selectivity and lowest in accessibility. Of the public institutions in California, the University of California system is the most selective and has the best academic reputation. After the private campus, the University of California campus selected for the survey ranks the next highest in selectivity and is less accessible than the other schools in the sample. The majority of students reside on or near the campus and enrollment figures indicate smaller number of Chicanos attend than other University of California campuses. Although the Chicano population is small at the two

more selective schools, these students are important to the study because the isolation they may experience is a significant problem that should be examined. Further, the study of Mexican American students at highly selective campuses may produce information useful for the recruitment and retention of Chicano students into the professions.

Students from two C.S.U.C. campuses were included in the sample. One campus is set in a large metropolitan area, and the other draws students from a semi-rural area with a great deal of surrounding agricultural activity. The C.S.U.C. colleges use less selective admissions criteria than the University of California system. Many students who begin their studies at the two-year community colleges transfer to the state colleges. Most students who attend the urban campus included in the sample commute to school and live at home in predominantly Chicano neighborhoods. Many of the students who attend the rural campus come from small agricultural communities with a high proportion of Chicanos. Due to a higher number of Chicano administrators and faculty and an active Chicano community, the rural campus appears to provide a supportive environment for minority students.

A community college was selected to represent the 120 two-year institutions in California. The community colleges have an open admissions policy and do not charge tuition to California residents. This makes them attractive to working class students who wish to work while attending school. The curriculum allows for part-time enrollment, offers remedial help for students with basic academic problems, a variety of terminal vocational programs, and preparation for transfer to a four-year college. In 1976, 59% of all Spanish-surnamed students in post-secondary institutions in the nation were enrolled in two-year colleges.¹³ In 1977, 87% of Spanish-surnamed students in California's post-secondary institutions were enrolled in two-year colleges.¹⁴ Because of these high enrollment rates, community colleges are of particular interest in the study of Chicano students. (A more detailed profile of each campus is found in Chapter 3.)

V. Selection of Subjects

The subjects surveyed at the five campuses included female and male undergraduate students of Mexican ancestry. The female students were of primary interest in the study; however, a small male sample was also included to serve as a comparison group. The male sample was drawn from the community

college, the private university, and the rural C.S.U.C. campus. The target population for the study was American women of Mexican descent (Chicanas or Mexican American women). Those eligible for inclusion in the study were undergraduate students, who were either born in the United States and are of Mexican or partial Mexican descent, or who were born in Mexico and had lived in this country for at least five years. These same criteria were also used for selection of the male subjects.

The sampling plan differs slightly by campus. At the two campuses where the Chicano population is small, the private university and the U.C. campus, we took a complete female Chicana sample. At the other three schools, where the Chicano population is larger, we took a random sample. We had originally thought to include an Anglo female sample at the private campus but opted for relying on existing studies of Anglo females and chose instead to increase our Chicano male comparison group. The male control groups were taken at a smaller sampling fraction. The overall sampling design is shown below in Figure 1.

Figure 1. Sampling Design

Institution	Chicana Females	Chicano Males
Community College	Random sample	Random sample
Urban C.S.U.C.	Random sample	---
Rural C.S.U.C.	Random sample	Random sample
U.C. Campus	100% sample	---
Private University	100% sample	Random sample

Private university sampling. The selection of subjects for the private campus was conducted by the Registrar's Office due to the administration's concern for privacy of student records. All female Chicana students were included in the sample, and a small subsample of the male Chicanos were also included. In the first mailing, 167 questionnaires were mailed, 103 to women and 64 to men. The female sample included 50 sophomores, 29 juniors, 24 seniors. The male sample included 20 sophomores, 21 juniors, and 23 seniors. The freshmen were selected from the Registrar's list of students enrolled in the autumn quarter of 1980. Forty-five women and 25 men were included in the freshman sampling (questionnaires were mailed in January). The total sample size was 237.

U.C. campus sampling. The Registrar's Office at the U.C. campus provided

lists of all self-identified Chicanas. The sample included 151 female Chicanas in the first mailing. The freshman sampling included 53 Chicanas. A complete sampling of Chicanas at the U.C. campus was taken. No men were sampled at this campus.

Urban C.S.U.C. sampling. A random sample of students from the urban C.S.U.C. campus was taken. Only females were surveyed at this campus. Two lists were used for selecting students; one a list of "self-identified" Chicanas provided by the Registrar's Office (449 total), and the other a list of students who did not identify their ethnic background. The Spanish surnamed students from the non self-identified list (325 total) were used in the selection of student. These two lists were supplemented by lists of Chicano students provided by the Educational Opportunity Program (EOP) Office. Thirty women per class (freshman through senior) were selected from the self-identified list, and twenty were selected from the non self-identified list. The total sample numbered 200. (The 50 freshmen selected were surveyed in January.)

Rural C.S.U.C. sampling. Both female and male students were sampled at the rural C.S.U.C. campus. The Registrar's Office provided two lists of students, one containing names of self-identified Chicanos and one with Spanish surnamed students. Fifty females and 25 males per class were selected for the survey from the self-identified list. Twenty-one non self-identified students were selected (14 females and 7 males). The total number of students selected from this C.S.U.C. campus was 321.

Community college sampling. The Registrar's Office provided lists of self-identified Chicano students and students who did not identify their ethnicity. A list of Spanish surnamed students was compiled from the non self-identified list. Those students who had completed more than 60 units (beyond sophomore status) were excluded from the sample since technically they should have transferred to a four-year college. Students who had taken less than 3 units were also dropped from the sample because they had had only minimal exposure to the school. All female Chicanas and Spanish surnamed females were sampled. Of these, 141 self-identified freshmen, 59 self-identified sophomores, 7 non self-identified freshmen, and 6 non self-identified sophomores were included in the sample. Forty-five self-identified freshmen males, 54 self-identified sophomores, 15 non self-identified freshmen, and 6 non self-identified sophomores (120 males total) were included in the sample. The proportion of non self-identified students included in the sample reflects the

proportion of non self-identified to self-identified students in the school.

In attempting to draw a sample at the community college campus, discrepancies were found among the lists of student names and statistics provided by the Registrar's Office. The figures provided by the Registrar did not match the number of names on the lists of student names. Some students were incorrectly classified by sex. Seven questionnaires were returned by females who were not of Mexican descent. These subjects were replaced by females who had taken less than 3 units (as all others had been previously sampled). Four males returned their questionnaires for the same reason, and replacements were selected from the lists. Lists included students taking classes at night as well as day students.

Even though we sampled students who had not self-identified as being Mexican American or Chicano, all data reflect only individuals of Mexican descent. Students of other origins were eliminated prior to data analysis. The cover letter sent with the questionnaire specified that we were interested only in persons of Mexican ancestry. We included with the questionnaire a return postcard on which students could indicate if they were not of Mexican descent. Items in the questionnaire itself also served to identify students who were not of Mexican descent so that they could be eliminated from the sample.

VI. The Research Instrument

We utilized a mail questionnaire rather than an interview for our primary research instrument in order to have a larger sample. The questionnaire itself, derived from an earlier pilot study, was the product of lengthy pre-testing in which we repeatedly tried out versions of questions. We were careful to include subjects likely to have difficulty with the English language by pre-testing students enrolled in English skills classes. Large group pre-testing was conducted at several community colleges, one U.C. campus, and one C.S.U.C. campus.

Our final pre-test sample was 103. After completion of pre-testing we coded the data, entered it into the computer, checked for errors and carried out systematic computer analysis. We then constructed indices of all central concepts and examined the items for reliability. Some new items were added in order to make better multiple item indices for major concepts. Factor an-

analysis revealed major dimensions. Uncorrelated items were dropped. As a result of the pre-test we discovered which items were confusing or poorly worded, we revised the occupational categories, and we eliminated items which showed no variance.

The final questionnaire for each campus was identical except for Item #53, which asked about utilization of support services specific to each campus. A mailing error occurred in which students at one campus received the item designed for a different campus. In order to rectify this error and to be able to make cross campus comparisons, we coded responses to Item #53 according to function and target population.

Research Areas Addressed in the Questionnaire

Descriptive Background:

- a) Parents: age, birthplace, fluency in English, occupation, income, ethnic identification term preferred, language used in home, ethnicity.
- b) Students: preferred ethnic identification term, marital status, age, fluency in Spanish, major field of study, type of secondary school (i.e. public, private/parochial), ethnic status of home neighborhood, on campus vs. off campus residence, career goals.

Adjustment to College:

- a) Academic adjustment: reported grade point average, possibility of dropping out, reasons for prior stop-outs, satisfaction with academic achievement, regrets over choice of college or major, assistance seeking for academic problems, frequency of speaking up in class, self-evaluation of specific academic skills, perception of instructor evaluation, evaluation of own effort in classwork.
- b) Financial support: degree of satisfaction with financial aid, sources of financial support, part-time employment (hours worked, on or off campus, relation to academic or career goals).
- c) Use of formal support system: frequency of contact with faculty, staff, program or departmental advisors; contact with counselors, learning assistance or other support service programs; contact with Chicano faculty and administrators; enrollment in ethnic studies courses; perceived helpfulness of above groups and services.
- d) Informal support: peer support, supportiveness of family, satisfaction with social life.

Potential Sources of Conflict:

- a) Reference group: preferred ethnic identification term; ethnicity of friendship group; relationship to campus Chicano community; membership in Chicano and general organizations, both on and off campus; ethnicity of dating partners and desired marriage partner; self-evaluation of

ethnicity of appearance; sense of acceptance on campus; feelings of belonging or of isolation from campus life.

- b) Sex role: expectations of oneself and expectations of family, fear of career success; problems over finding marriageable partners; traditional expectations vs. expectations for career woman; hours of domestic responsibilities; priorities in terms of education, career, marriage and family; personal costs of educational success.

Interviews. In addition to the mail questionnaires we conducted two types of individual interviews with 78 of the students who completed the questionnaire. Each of the five campuses is represented in the interviews. Fifty six of the interviews investigated general problem areas for Chicana females and inquired about strategies for coping with a difficult decision relating to the college experience. The other 22 interviews involved both male and female students and sought their perceptions of the instructor evaluation system in relation to the student's own effort. Interviews were conducted in order to gain additional insights into research areas of the questionnaire. Information from the interviews has not been analyzed, but student comments will be incorporated into reports and publications.

Mailing procedures. The questionnaire was mailed to sophomores, juniors, and seniors during the autumn quarter of 1980. The mailing to freshmen was postponed until winter quarter so that students would have received their first set of grades and would have had sufficient exposure to the campus educational system before answering our questions.

The original mailing contained a cover letter signed by the Project Director, a letter of support from officials at each campus, a questionnaire, a return envelope and a return postcard. All postage was prepaid. In order to insure anonymity we put no identification numbers on the questionnaires. Students were asked to fill out the return postcard and to mail it separately so that we could check their names off the original mailing list.

Approximately one week after the original mailing we sent a postcard to all students, thanking those who had already completed and returned their questionnaire and reminding those who had not, to do so. A second follow-up postcard was sent only to those who had not replied within two weeks of the first mailing. On the second postcard we asked them once again to participate in the survey.

At two of the campuses, the community college and the rural C.S.U.C cam-

pus, early returns were very low. We therefore mailed a second copy of the questionnaire to non-respondents. For this mailing we prepared a new cover letter for each of the two campuses.

Sampling bias. In order to estimate sampling bias, student liaisons at each campus were hired to contact students (at their own campus) who had not responded to the initial mailing or to either of the follow-up mailings. Each liaison was given the name, address, and phone number of ten students randomly selected from the non-respondent pool. The majority of non-respondents were difficult to locate. The liaisons did succeed in soliciting 21 additional questionnaires from students who had not previously responded. Reasons given for lack of response included: students felt they were too old or atypical; students misplaced questionnaires; and student did not like the term "Chicano". With the data from the 21 questionnaires we made comparisons of respondents with non-respondents in order to assess possible sampling bias. Differences between the two groups were slight. Non-respondents tended to report better Spanish language abilities than respondents. No significant differences were found on items relating to choice of ethnic identification, English language skills, or academic abilities. Details on these comparisons are found in the appendix.

Response rate. Our final aggregate response rate was 55.9%, which is especially high in view of the length of the questionnaire (26 pages) and the fact that it was a self-administered mail questionnaire. The sample size and response rate by sex and by campus are shown in Table 1.

Our original sample was 1299. After making adjustments for students on the lists who were not of Mexican descent, who were graduate students, who were not enrolled, or for whom questionnaires were not deliverable, the total sample was reduced to 1214. The U.C. campus and the community college had high numbers of non-deliverable questionnaires, with 19 and 21 respectively. The final number of returned questionnaires was 679. This broke down by sex into 508 females and 160 males. Eleven respondents did not indicate gender. The rural C.S.U.C. campus produced the highest rate of response, with 64.8%. The private university was also high, with a response rate of 61.5%. The lowest campus rate of response was 44.5% at the community college.

TABLE 1
Sample Size and Response Rate by Campus

Campus	Private	U-CSU	UC	CC	R-CSU	TOTALS
Female	148	200	204	217	194	963
Male	89	0	0	120	127	336
Total	237	200	204	337	321	1299
Adjustments:						
Not Mexican Descent	3	11	0	15	2	31
Not Deliver- able	0	2	19	21	6	48
Grad Student	0	0	2	1*	0	3
Not Enrolled/ Wrong College	0	1	0	1	1	3
Total to Subtract	3	14	21	38	9	85
Adjusted Total Sample	234	186	183	299	312	1214
Questionnaires Returned and Useable	144	97	103	133	202	679
Response Rate	61.5%	52.2%	56.3%	44.5%	64.8%	55.9%

* enrolled at a graduate student at a Cal State campus

CHAPTER TWO: MAJOR INDICES

Before beginning the discussion of findings it is first necessary to present the major indices and explain how they were constructed. Except for briefly pointing out highlights we will reserve discussion of results pertaining to each index for other sections of this report.

I. The Program Progress Index

The major dependent variable of this study is program progress. Therefore, one of the first variables needed was a good index measure of persistence. In order not to penalize the community college students we constructed the index so it would measure progress toward either an academic degree or a vocational program. We called this index "program progress" rather than persistence. Persistence requires repeated measures over time; we have only a single point in time. Previous studies have repeatedly found that students who make steady and rapid progress are more likely to finish their program of study. Dropping out temporarily or taking few units are correlated with eventual failure to complete one's program. We omitted academic difficulties from the program progress index because it was of central importance to the study. We wished to develop a strong independent measure of academic difficulty which we could relate to program progress. Our scale includes the following items:

- a) whether or not the respondent believes extra time will be required to complete his or her program of study;
- b) whether or not the respondent is likely to drop out of school temporarily;
- c) whether or not the respondent is likely to drop out of school permanently;
- d) whether or not the respondent's education has been interrupted and how many times;
- e) how much time away from school has been caused by a previous interruption in education, if any;
- f) how many units the respondent took last term;
- g) patterns of school enrollment, such as reverse transfer or moving from school to school. (For a complete description of this part of the measure, refer to the "MOVE" variable in the appendix.)

Using these variables we did a reliability analysis which achieved a

fairly high alpha. With all seven variables the unstandardized alpha came to a 0.673. The standardized alpha was 0.684. The weakest item in this index (accounting for the least variance) was moving from school to school; the next weakest items were the (subjective) evaluations as to whether or not one is likely to drop out permanently or temporarily. The strongest items in the scale were: how many times one's schooling was interrupted, how long one had spent away from school, and how many units one took last quarter. For Table 2, which shows campus distribution of program progress scores, we broke scores into low, mid-low, mid-high, and high categories.

Students at the private university are clustered at the high end of the progress range, with 82% in the mid-high and high categories of program progress. Students at this campus appear to be making the highest rate of progress of all the five campuses. The rural C.S.U.C. students are fairly evenly distributed in all four categories, with the greatest number in the moderate to high progress category. Students at the U.C. campus are clustered in the two middle categories, mid-low and mid-high. The great proportion (one third) of urban C.S.U.C. students are in the mid-high category, with approximately one fourth in the low and mid-low groupings. The smallest proportion are in the high progress category. Students at the community college are making the lowest progress of all. Eighty five percent are clustered in the low and mid-low categories, with only 2.3% in the high progress category.

We examined frequencies on items relating to the progress index and found that of the entire sample, 18% have had one interruption in their education; 19% have had two or more interruptions. Looking at future possibilities for interruption, 10% say it is somewhat likely that they will drop out temporarily and another 10% say this is very or most likely. Of those who have already dropped out temporarily, 61% (129) have been away for one year or less; 19% (40) have been away from one to two years; 6% (12) have been away from two to three years and 14% (29) have been away three years or more. More than one third (37%) think it is very or most likely that they will need extra time to complete degree requirements. Twelve percent of the sample have been taking courses for five to six years; 5% have been taking courses for seven years or more. All are at the undergraduate level.

TABLE 2

Distribution of Progress Scores

Private University % of sample		N	
low	3.5%	5	
mid/low	13.9%	20	
mid/high	27.1%	39	
high	55.6%	80	

		144	TOTAL
Rural State % of sample		N	
low	21.8%	44	
mid/low	22.8%	46	
mid/high	33.2%	67	
high	22.3%	45	

		202	TOTAL
UC % of sample		N	
low	16.5%	17	
mid/low	32.0%	33	
mid/high	34.0%	35	
high	17.5%	18	

		103	TOTAL
Urban State % of sample		N	
low	25.8%	25	
mid/low	26.8%	26	
mid/high	32.0%	31	
high	15.5%	15	

		97	TOTAL
Community College % of sample		N	
low	51.9%	69	
mid/low	33.1%	44	
mid/high	12.8%	17	
high	2.3%	3	

		133	TOTAL

II. The Academic Performance Variable (Freedom from Academic Difficulty)

We also required a measure of students' academic difficulties and performance. This was motivated first by the need to be able to compare our findings with those of other researchers in this area who typically include a measure of academic performance in their analyses (usually grade point average). We also realized that in itself academic performance is a very significant variable in the explanation of program progress.

As a first step we assessed the internal consistency of a set of variables we felt would produce a very conservative measure of academic performance, or alternatively stated, freedom from academic difficulties. We assumed that, for policy purposes, receiving a degree is more important than outstanding academic performance. Therefore, the measure focused on presence or absence of severe academic problems which can make the completion of the program unlikely. The items we examined included:

- a) self assessment of not being as well prepared academically as other students;
- b) current grade point average;
- c) high school preparation;
- d) having been on academic probation;
- e) the occurrence of leaving school for academic reasons;
- f) self ratings on how well one understand others in English and how well one writes in English;
- g) self ratings on how well one gives oral reports;
- h) self ratings on how well one writes papers;
- i) self ratings on how well one understands books.

These variables are coded so that a high scores meant an absence of academic problems, good academic performance, and good study skills; a low score meant one had academic problems (academic probation, leaving school for academic reasons, low self assessments on study skills, low G.P.A., etc.). The alpha (measure of internal consistency) for these nine items was 0.73. The standardized item alpha was 0.77.

The items contributing heavily to the scale are the self assessment of English language abilities and study skills; the items contributing least to the scale are leaving school for academic reasons and being on academic probation. Even though eliminating these items from the scale would have raised

the alpha of the measure, we opted to keep them in the scale for their theoretical value.

The academic performance scale is therefore a very conservative scale; one need not be an "A" student to score highly on it. It might better be described as a "freedom from academic difficulty" scale. People who score highly on it are free from academic problems as measured by the items above.

Since the scale was compiled only for those respondents whose educational plans were greater than "taking some selected courses", the number of respondents on which this scale was computed was 648. Those with missing data were excluded from the analysis. The scores on the scale ranged from 1.33 to 4.80 (reliability alpha for internal consistency equalled 0.7686). The quartile breaks are: 1.33 through 3.10 = 25%; 3.11 through 3.60 = 53%; 3.61 through 4.0 = 75%; 4.01 through 4.80 = 100%. The mean academic performance scores for each school are:

Figure 2. Mean Academic Performance by School

Institution	Mean
Private university	3.68
U.C. campus	3.61
Rural C.S.U.C.	3.59
Urban C.S.U.C.	3.45
Community college	3.43

These means are significantly different (using an F-test, $F = 3.77$, $df = 4$, $p = 0.005$). There was no difference between sexes on academic performance; males had a mean score of 3.56 and females had a mean score of 3.56 as well.

Few students give themselves poor or below average ratings on study skills of English language abilities, and among those who have changed schools once, only 4% give reasons relating to poor academic performance. Among those who have dropped out of school temporarily, "doing poorly" in schoolwork accounted for just 11% of the reasons given (up to three reasons may have been given). Only 7% have current grade point averages of C- or less.

Results on other items suggest that a greater proportion of students are experiencing difficulty than is indicated by the above figures. More than one third (36%) rated their high school preparation as poor; slightly over one fourth (26%) of the entire sample has been on academic probation at one time.

III. The Academic Support Index

Our original formal support measure included such a wide range of services that we felt it might not be the most useful measure to relate with academic performance or with program progress. We therefore revised the formal support measure to include only the following academic services:

- a) frequency of discussion with Chicano instructors;
- b) frequency of discussion with Anglo instructors;
- c) helpfulness ratings of Chicano instructors;
- d) helpfulness ratings of Anglo instructors;
- e) frequency of instructor initiated contact with student;
- f) frequency of student initiated contact with instructors;
- g) having taken or having intentions to take tutorials in English, writing skills, ESL, basic math, and reading skills (five separate items);
- h) helpfulness ratings on school specific academic support services. (For the 100 questionnaires that were mistakenly mailed to the wrong campus we selected services classified as academic remediation, academic advising, and EOP and classified them generally as academic rather than as campus specific.)

In our reliability analysis, we had an alpha of 0.65 (standardized alpha was 0.66). Hence, this scale met our criteria for use. The weakest items in the scale were English tutorial, ESL, and math tutorial. The strongest items were those concerning discussion with and helpfulness of instructors.

On the academic formal support measure, school means were as follows: community college, 2.34; rural state, 3.14; U.C., 4.07; urban state, 2.92; and private campus, 3.67. These means are significantly different ($F = 2.70$ with 4 DF, $p = 0.02$), with the highest use of academic support occurring at the U.C. campus, and the lowest use at the community college. This indicates students at the U.C. campus are using support services more and have more frequent contact with instructors than students at other campuses.

IV. The Socioeconomic Status Index

We decided to use measures of father's occupational status, mother's years of education and father's years of education to compute a general measure of the respondent's SES. There was so much missing information on parental income that we did not include income in the measure.

The intercorrelations of these variables are:

Figure 3. Intercorrelations of Component SES Variables

	Father Education	Mother Education	Father Occupation
Father Education	---	0.659	0.704
Mother Education	---	---	0.539
Father Occupation	---	---	---

We recoded educational categories into groups reflecting 0 years of education; 1 to 6 years of education; 7 to 11 years of education; 12 years of education (completion of high school); 13 to 16 years of education (college); and 17 to 25 years of education. Occupational categories were recoded so that sales, service, and clerical workers occupied the same code. Occupational status was generally coded on a dimension ranging from interaction with Anglos and with people in "powerful" or prestigious positions to comparative isolation. Hence, unskilled workers were low on the occupational rating while professionals were high.

Because there were many missing values for each of the above three variables (father's education, 66 cases; mother's education, 49 cases; father's occupation, 151 cases) we adopted a procedure to assign values to missing data when one or two of the other three SES variables were present. If a subject was missing occupational data, the occupational ratings for all subjects with the same educational level were averaged, and that average value was assigned to that subject. A similar procedure was used when either mother's education or father's education was missing, using the data available. (Interestingly enough, we found that when fathers' educational levels were low, mothers' were higher; this held up until fathers achieved a rating of high school graduate.) Even with this procedure there were still 30 cases to which no SES score could be assigned since no data at all were present. Our SES variable thus added mother's education to father's education. Scores ranged from 0 to 16. The median SES score was 6; the mean was 6.9; the mode was 3.0 (63 cases). It is important to keep in mind that a "high SES" rating for our particular sample means that the fathers are minor professionals such as production managers, counselors, medical or dental health technicians, com-

puter programmers, or small business owners or managers. A "high" SES rating for a campus does not mean that those students are children of doctors, lawyers, or professors.

V. The Chicano Reference Group Scale

In addition to measuring participation in various organizational and ethnic sectors of the campus, we have developed a measure of the extent to which each individual uses the Chicano community as a reference and membership group. This reference group index is made up of six items:

- a) ethnic self identification term (recorded so that Chicano/Mexicano was highest in value, Mexican-American and American of Mexican descent was in the middle range, and Anglo was lowest in value);
- b) membership in Chicano community on campus (recorded so that responses of "yes, I belong" were highest in value, "yes, but I don't belong" was in the middle range, and "I don't know" or "no" were lowest);
- c) importance of marrying within the Chicano group;
- d) importance of making life better for Chicanos/as;
- e) Mexican physical appearance;
- f) frequency of dating Chicanos/as.

The first two items were combined to form one continuous variable before scaling it with the Likert items. This was done because the item assessing sense of Chicano community was a categorical item with three distinct values. By merging the two variables, a continuous variable with the same number of response values as the Likert items was created (value ranging from 1 "lowest" value to 5 "highest" value).

Those students who both preferred the term "Chicano/Mexicano" and were members of the Chicano community on campus were given the highest score on this new ethnic identification variable. Those who preferred terms such as "Spanish" or "Hispanic" and were not members of the Chicano community or did not recognize the existence of the Chicano community on campus were given the lowest scores. Those preferring Mexican-American or American of Mexican descent who did not belong to the Chicano community were in the middle range.

The cumulative scale formed by these six items had an alpha of 0.68 and a standardized item alpha of 0.69.

Campuses vary quite a bit on this attitudinal scale. The highest possible score was 25; subjects with this score are found only on the rural C.S.U.C. cam-

pus which also has the highest average scale score with 16. U.C. students have relatively high scores with an average of 15.31. The urban C.S.U.C. campus follows with an average of 14.63. Students at the community college are at the lower end of the reference group scale with an average of 14.43. The lowest reference group average is 13.78 at the private campus.

There is a correlation between the reference group variable and Spanish language competence ($r = 0.28$). Overall, students who scored high on this scale tended to come from lower socioeconomic backgrounds and to have more academic problems in school. They are also more likely to report more academic, social and financial stress. However, they are significantly more likely to make use of academic support services ($r = 0.20$); they report belonging to more Chicano organizations on campus and make more use of Chicano support services ($r = 0.34$; $r = 0.45$). Lastly, they are markedly more likely to participate in the informal Chicano sector ($r = .42$) and less likely to participate in the Anglo sector ($r = -.27$). Thus, many of their reported interactions on campus validate the scale as a measure of reference and membership group.

CHAPTER THREE: INSTITUTIONAL CONTRASTS

Our original thesis was that the Chicana student population cannot be looked on as one homogeneous group with a single set of experiences and needs. We argued that there is important diversity within the population that must be identified, analyzed and taken into account in formulating solutions to problems. We therefore began analysis of results by examining the concept of heterogeneity within our own sample. We looked in particular at differences according to institutional context, reference group affiliation, and generational status. A major emphasis was the study of gender related differences.

In this chapter we will examine differences according to institutional context. Too often, studies that take a national sample of minority students produce results based on the average student profile. Similarities among students are important, but we believe that it is critical to stress differences according to the type of institution in which a student is enrolled. This discussion of problems and needs within a particular context puts an institution in a better position to implement changes on its own campus or throughout a system.

Our analysis by type of institution included differences in age, socioeconomic status, marital status, residence, high school preparation, high school and college grades, language background and abilities, outside commitments such as employment and family responsibilities, and use of formal support services provided by the institution. Before discussing these differences it is first necessary to review the general characteristics of each of the five campuses included in our survey. For this purpose we have prepared a profile of each campus which includes history, mission, admissions criteria, cost, and enrollment.

I. Campus Profiles

Community college campus. The community college campus sampled in the study was established in the early 1920's as a junior college operating under contract with a local state college. Eventually a Board of Trustees was established to oversee a new independent community college district. The district services over 420,000 residents within some 300 square miles. The district has established two additional campus sites.

The mission of the college is to respond to the academic and cultural needs of the community, maintain a leadership role in clarifying these needs, and provide educational services to realize these needs. The college is committed to providing: a general education for enrichment purposes, programs of study for transfer to four-year institutions, occupational degree programs, vocational and technical certificate programs to provide job training, programs for individual development of learning skills, and a Continuing Education program offering courses in the late afternoons, evenings, Saturdays, summer, and at convenient off-campus locations.

The campus offers a two-year lower division college program paralleling that of four-year colleges and universities in California, and one and two-year technical and occupational programs. The college is located in a large, urban areas in northern California.

In keeping with its mission, the college has an open admission policy. Students must have a high school diploma or Graduation Equivalency Diploma or be 18 years old.

There is no tuition for residents of California. This, along with the open admissions policy, makes the community college the most accessible of the five colleges surveyed. Current day and evening enrollment at the college is over 15,000. Approximately 9,000 of these students are enrolled in night classes. A relatively small number (2,850) are full time students. Approximately 13% of the 1980 freshman class comes from minority backgrounds. Of these, some 5% are of Mexican origin. All students commute to campus. The college employs approximately 120 full time faculty.

The California State University & College system. The California State University and College (C.S.U.C.) system was established in 1960 by the Donahoe Higher Education Act. The system consists of 19 campuses, 16 of which have acquired university status. The oldest campus was founded in 1957, and the newest campus began instruction in 1970. The Board of Trustees, who are appointed by the Governor, set policy and appoint the Chancellor (the chief executive officer of the system) and the Presidents (the executive officers on the respective campuses).

The mission of the C.S.U.C. system is to provide instruction for undergraduate and graduate students through the master's degree in the liberal arts, sciences, teaching, and in the applied fields and professions. Its primary focus is on undergraduate education. The university sponsors a variety of programs

to serve the needs of a student population diverse in age, sex, and ethnic background. While remaining responsive to social and regional concerns, the university has attempted to provide students with high quality instruction and opportunities for broad intellectual enrichment.

All campuses in the system are multipurpose institutions offering undergraduate and graduate instruction for professional and occupational careers, as well as a broad liberal education. All campuses require students complete a basic program of "General Education-Breadth Requirements," regardless of the major field selected by the student. The C.S.U.C. system offers more than 1,400 bachelor's and master's degree programs in some 200 subject areas. Approximately 350 of these programs are designed for students pursuing undergraduate and graduate degrees by part time, late afternoon or evening study. A variety of teaching and school service credential programs are offered. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California. The C.S.U.C. Consortium offers regional and statewide off-campus degree, certificate, and credential programs to students who are not able to attend classes on campus. Individual campuses also offer external degree programs of their own. In fall of 1979, the faculty at the C.S.U.C. campuses totaled 18,000 and the student body totaled nearly 300,000. Funding for the C.S.U.C. campuses is provided primarily by California state taxes. Tuition averages \$200 per year.

Eligibility for admission is based on scores on an eligibility index. The index uses the high school grade point average achieved during the last three years of high school (except P.E. and R.O.T.C. grades) and scores on the S.A.T. or A.C.T. examinations. Students with a high school grade point average of less than 2.0 are not eligible for admission, and those with a G.P.A. higher than 3.20 are eligible with any test score. Students must attain a minimum score of 741 (using A.C.T. scores) or 3072 (using S.A.T. scores) on the index to qualify for admission. Students with the following G.P.A.'s and test scores are eligible for admission:

G.P.A.	A.C.T. Score	S.A.T. Score
2.0	35	1472
2.2	31	1312
2.4	27	1152
2.6	23	992
2.8	19	832
3.0	15	672
3.2	11	512

The urban C.S.U.C. campus sampled in the study is one of the oldest institutions of higher education in California, and was founded in the 1800's. It was once a teacher's college, then a state college, and finally attained university status. It is one of the largest schools in the C.S.U.C. system with an enrollment of approximately 25,300. Approximately 13,800 undergraduates attend full time, and 6,600 attend part time. Of the total undergraduate enrollment, 6.6% are of Mexican origin. At the graduate level there are approximately 1,000 who attend full time, and 3,900 who attend part time. The majority of students commute to school. The university offers 136 baccalaureate and Master's degree majors, and has a full time faculty of approximately 900. The campus is located in a large, urban area in northern California.¹⁶

The rural C.S.U.C. campus included in the study began as a normal school offering two-year programs in general and vocational training and teacher preparation. In the early 1930's, it became part of the C.S.U.C. system. It presently enrolls approximately 15,500 students. Approximately 10,300 undergraduates attend full time, and 2,300 attend part time. Approximately 900 graduate students attend full time, and 2,000 attend part time. Of the 1980 freshman class, 20% lived on campus and 80% commuted to school. Thirteen percent were from minority backgrounds and 11.9% were of Mexican origin. The university offers baccalaureate and Master's degrees in 37 fields in the liberal arts, sciences, professional and applied fields, and interdisciplinary majors, and offers teaching and academic services credentials. It employs approximately 630 full time faculty. The campus is located in a suburban community with outlying rural areas in which agriculture is the major industry.¹⁷

The University of California campus. The University of California campus included in the study is one of the oldest and most prestigious universities on the west coast. It is located in a culturally diverse, suburban area in northern California.

The University of California system, together with the California State University and College system and the California Community Colleges, forms the largest public postsecondary education system in the United States. The function and responsibilities of the University of California were defined by the Donohoe Higher Education Act of 1960. Unlike the California State University system, whose primary function is to provide instruction, the University of California system has a dual mission. In addition to the function of in-

struction, the University of California is designated as the primary State-supported agency for research. Instruction is provided in the liberal arts, sciences, and professions at the undergraduate and graduate levels. The University has exclusive jurisdiction over graduate instruction in the legal and health professions. It has sole authority for awarding the doctorate degree, except in a few fields in which joint degrees may be awarded with the State University system. Tuition averages \$700 per year.

The U.C. campus sampled in the survey offers baccalaureate and graduate degrees through the doctoral level in a wide variety of traditional majors and special academic programs, including cooperative education, double majors, an honors program and study abroad program. It also offers an intensive English language program, and cross-registration with several other institutions.

The U.C. campus is one of the most selective of the colleges surveyed. Students must have attained a minimum high school G.P.A. of 2.00 (or 2.80 for out-of-state students) to be considered for admission. The U.C. campus uses the following index to determine the eligibility of students:

G.P.A.	A.C.T. Score	S.A.T. Score
2.80	34	1550
2.85	32	1440
2.90	30	1320
2.95	28	1200
3.00	25	1090
3.05	22	970
3.10	18	850
3.15	14	740
3.20	10	620
3.25	7	500
3.30	5	400

Students who have attained a G.P.A. of 3.30 or higher are eligible for admission with any test score. (The median S.A.T. scores for applicants accepted for 1980 admission ranged between 450 and 600 on the verbal section and between 550 and 700 on the mathematics section.) Students must also have taken 4 units of English, 1 of American history, 1 of algebra, 1 of geometry, 1 of chemistry or physics, 2 of a foreign language, and 1 optional advanced course. Underrepresented minorities and students from historically disadvantaged families receive special consideration under affirmative action guidelines.

The undergraduate enrollment in 1980 was approximately 21,500, and the graduate enrollment was 9,200 students. Approximately 2% of the undergraduate

population was of Mexican descent. Students can live in dormitories or other on campus residences or in private housing off campus.¹⁸

Private university. The private university sampled in the study is a non-sectarian coeducational institution. The university is located in a small, suburban city in northern California. It consists of seven schools and approximately 70 departments. The university also houses a variety of institutes, centers, programs, and laboratories not organized within its schools. It has achieved a national reputation as a teaching and research institution.

The mission of the university is to provide a liberal education which broadens a student's knowledge and awareness in each of the major areas of human knowledge, significantly deepens it in one or two areas, and prepares the student for a lifetime of continual learning. A distinguishing characteristic of the university is that a strong emphasis is placed on research. The curriculum offers students considerable flexibility in planning individual programs of study. It provides a wide range of standard majors through the discipline-oriented departments, a number of interdisciplinary majors, and the opportunity for students to design their own major programs.

Admission to the university is based on a student's school achievement record, college entrance test scores, extracurricular activities, teacher and counselor evaluations, and personal qualifications. The university does not employ eligibility indices based on high school G.P.A.'s and test scores to determine admission. The transcript of each applicant is scrutinized, and a G.P.A. is calculated based on the number and kinds of courses taken (only solid academic courses are included in the G.P.A.). The rigorousness of grading at a particular school, differences in grading between advanced/honors courses and regular courses, and the degree to which a student made use of school resources are also taken into consideration. In addition to academic preparation and test scores, and applicant's accomplishments outside of the classroom (e.g. club memberships, offices held), background, experiences, and interests are evaluated during the admissions process. (Median S.A.T. math scores for 1980 accepted applicants ranged from 610 to 740, and S.A.T. verbal scores ranged from 580 to 680.) The admissions procedure at this campus is extremely selective. Because of this and because of the high tuition, it is the least accessible of the five campuses in the survey.

The tuition is approximately \$7,100 per year for undergraduates. The

university offers a comprehensive program of financial aid, including grants, loans, and work study opportunities.

The university currently enrolls approximately 12,850 students, of whom 6,600 are undergraduates attending full time. Approximately 5,450 graduates attend full time, and 800 attend part time. The university employs approximately 1,200 full time faculty. The enrollment is kept low to maintain a favorable student-faculty ratio and preserve the residential character of the school. Of the 1980 freshmen class, 44% were California state residents, 21% were from minority backgrounds, and all lived on campus. Of the 1980 undergraduates, approximately 6% were of Mexican descent.¹⁹

II. Institutional Contrasts

Campus to campus differences in the student population were immediately evident. As expected, the most marked contrasts occurred between the two campuses at opposite ends of our institutional sample, the private university and the community college.

Most striking of the differences at the two campuses is the age range. The vast majority of private university respondents are in the traditional age range of 17 to 22 and are overwhelmingly single. Although 58% of private university respondents work, few are employed more than 25 hours per week. Most of these students work on campus, frequently through the Work Study Program. Students also tend to reside on campus, with 83% living in dormitories. Because of this the average number of hours spent on domestic responsibilities is minimal (4.37 per week). Almost 90% of the private university respondents reported high school G.P.A.'s of A- to A+, and 20% rated their high school preparation as excellent. Twenty-four percent considered it poor and 56% considered it average. The private university respondents have a higher socioeconomic status than those at any of the other four campuses, and they also have the highest ratings on the degree progress measure. Very few are in academic difficulty. English is the dominant language spoken in the majority of the students' homes.

Results for respondents at the community college contrast markedly. Only 33% of the community college sample are in the 17 to 22 age range. Approximately one third are in the 23 to 30 age range and one fourth are between 31 and 40 years of age. A sizeable 13% are over 40. The average age was 29.

More than 80% are employed and over 60% work 40 hours per week or more. Employment is usually off campus (94%) as is residence. This campus had the highest number of students who are either married, divorced, or separated. Forty-two percent live with their spouse, 36% with their family. Respondents at the community college report an average of 13.54 hours per week spent on domestic responsibilities. As with most community colleges, campus residence is not an option. The greatest proportion (55%) of community college students reported high school G.P.A.'s in the B- to C range, while one third were in the B+ to B range. A high percentage (40%) consider their high school preparation poor, while 46% consider it average and 15% say it was excellent. More community college students are clustered at the lower end of the socioeconomic scale than are respondents at the other campuses. They are also skewed much more heavily toward the lower end of the degree progress scale, not surprising in view of the differences cited above. Respondents tend to come from homes in which Spanish is the dominant language.

The other three campuses fell midway between the two extremes on most variables. U.C. respondents were more like those at the private university in regard to age, though some 13% are between 23 and 30 years old, compared to only 3% in this range at the private university. At the two C.S.U.C. campuses roughly one third of the respondents are between 23 and 40 years of age.

At least half of respondents at each college are employed part time. The proportion of urban C.S.U.C. students who work is the highest of the three campuses (73%) and they also work more hours (between 26 and 30) than any sample except the community college. In addition, the average of 14.32 hours per week of domestic responsibilities is the highest campus average. This figure reflects female respondents only. For the rural C.S.U.C. campus, the domestic hours average was 10.11, for the U.C. campus it was a relatively low 7.54 (for women only). Although the majority of respondents at these three schools live off campus, only U.C. students tend to live in apartments with roommates, rather than with their families.

The U.C. campus had the highest percentage of students (28%) who reported an excellent high school preparation. "Excellent" ratings were infrequent for the other two campuses, and nearly 40% of students at the two C.S.U.C. campuses considered their high school preparation poor. One third of the U.C. students had high school G.P.A.'s in the A- to A+ range, compared to only 18% of rural state and 11% of urban state students (at the community college only 3% were

in the "A" range). Proportions of high school G.P.A.'s below C- were low, with 3% or fewer at all campuses except the community college, where 7% of respondents reported high school G.P.A.'s of C- or lower.

Urban C.S.U.C. respondents are fairly equally distributed on the socioeconomic (SES) scale. Respondents at the rural C.S.U.C. campus are closer to those at the community college in this respect. The SES of U.C. students is slightly below that of private university students.

In regards to program progress scores, the U.C. campus falls between mid/low and mid/high. The urban C.S.U.C. was almost evenly distributed between low and high, with the greatest percentage in the mid/high category. We also calculated average values on program progress for each campus. These values are seen in Figure 4 below:

Figure 4. Average Values on Program Progress by Campus

<u>Campus</u>	<u>Mean</u>
Private university	4.14
U.C. campus	3.76
Rural C.S.U.C.	3.69
Urban C.S.U.C.	3.58
Community college	3.17

Students at the private university have the highest program progress scores with an average of 4.14. The next highest scores are at the U.C. campus, where the average is 3.76. Students at the rural C.S.U.C. campus are close behind with an average of 3.69. Somewhat lower scores are found among students at the urban C.S.U.C. campus (3.58). The lowest scores are found at the community college, where the average is 3.17.

Only one third of respondents at the U.C., the rural C.S.U.C. and the urban C.S.U.C. campuses come from homes where English is the dominant language. Low English dominance was especially true for families of respondents at the rural C.S.U.C. and the community college.

Tables showing campus differences on age, socioeconomic status, high school preparation, and grades, employment, college residence and language spoken in the home are reproduced in the appendix.

Student Comments Many of the student responses to the final, open-ended question addressed issues touched on in this section. The item reads as follows:

Thank you very much for completing this questionnaire. We appreciate your time, patience and cooperation.

If you have any additional comments you would like to make please use this page. In particular we would like to know:

- a) Have your college experiences been positive or negative? If negative, what would have made this experience better for you?
- b) Did we forget some important issues or questions? Which ones?

A frequent topic was the inadequacy of high school preparation. Below are typical comments by students:

Negative in that I was never guided through high school to prepare for my college education, so I felt as though I entered college empty handed. A lot of times I wish I could just go back to high school to start from the beginning. (Female, U.C. campus)

My comment concerns my secondary education. I don't feel it prepared me for college level work. I resent the fact that I've not been given the privileges that Anglos have had. I feel my high school teachers didn't spend enough time stressing important subjects, e.g. mathematics, and especially English. I don't feel like an equal in course with Anglos in college. Yet I realize these disadvantages experienced by me are because I come from a low-middle class family. Secondary education in low-middle class areas tends to be less efficient when compared to high-upper class areas. Something needs to be done about this inequality in education. (Female, U.C. campus)

Financial problems were another frequent topic brought up by students:

My financial situation at times has almost forced me to withdraw from school several times. Fortunately, I was able to survive these financial problems. (Female, rural C.S.U.C.)

A first year student at the U.C. campus reported a negative college experience that was compounded by several factors at once--low finances, time taken by employment and domestic responsibilities, and off-campus residence.

So far my experiences at college have been negative. My father pressured me into getting a job so I could 'help' myself. So I did. I think this is what skidded my whole college experience. Dad started saying 'What the heck is school doing for you. You aren't getting paid. I never heard of an eighteen year old going to only

three classes three times a week. And look at all these bills I have to pay.' Well, if someone keeps telling you this day in and day out somethings got to give. My schooling did. Plus some of the classes I picked were too way above my head to understand and I failed. Also, my concentration on a subject was interrupted by household chores and children's problems. And another factor that really got to me was commuting every day. I get motion sickness. Well here's hoping I'll be accepted for the new quarter. (Female, U.C. campus)

Another respondent addressed the problems of students who come from homes where Spanish is the dominant language:

To me, college experience is positive because I like learning new things and because I consider learning a never ending process. But for some friends that I know it was not positive. One of the things that made it hard for them was the lack of ability to express their ideas in written English or orally. I think this is due to the fact that they knew very little English. They could not improve their skills because we didn't have the ESL (English as a Second Language) and P.A.S.S. programs which I feel are very helpful to bilingual students. So I hope these programs won't be discontinued. (Male, rural C.S.U.C.)

Other student responses to Item #93 will be quoted in appropriate sections of this report. In this way, the words used by students themselves can serve to highlight the findings of our analysis.

III. Formal Support

Formal, or institutionally-based support, was divided into two areas, minority-oriented services and general services. The variables used in designing a measure of minority formal support were:

- a) the number of ethnic studies courses taken;
- b) the frequency and helpfulness of discussion with Chicano instructors, counselors, and administrators (used separately);
- c) use and helpfulness of programs such as EOP and other minority oriented programs such as special orientation, etc.;
- d) membership in campus Chicano organizations.

The measures we worked with in designing the general formal support measure were:

- a) frequency and helpfulness of discussion with Anglo instructors,

- counselors and administrators (used separately);
- b) use and helpfulness of general non-minority oriented programs such as financial aid, health and counseling services, etc.;
- c) membership in general campus organizations.

We found strong relationships between discussing problems with Chicano instructors, counselors, administrators and assessments of these people's helpfulness. The same positive relationship held for those discussing problems with Anglo instructors, counselors and administrators. Membership in a Chicano organization was positively related to taking ethnic studies courses and less strongly related to discussing problems with Chicano staff. There was a slight negative relationship between membership in Chicano organizations and discussing problems with Anglo instructors and counselors, but not with administrators. A strong negative relationship occurred between taking ethnic studies courses and perceiving Anglo instructors, counselors, and administrators as helpful.

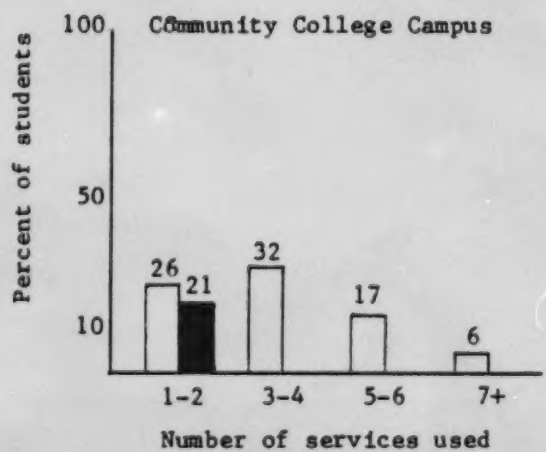
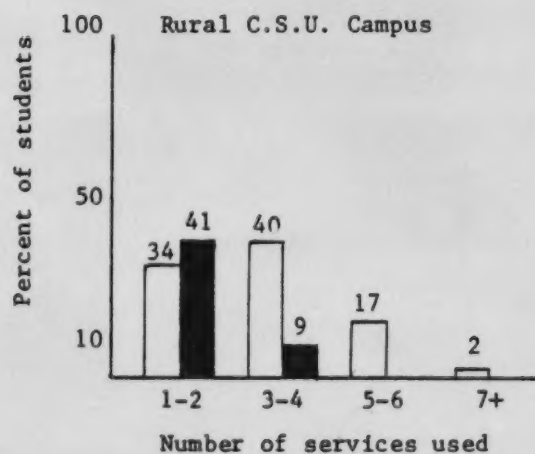
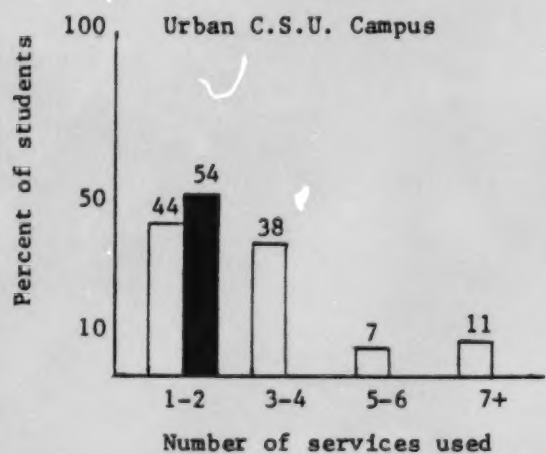
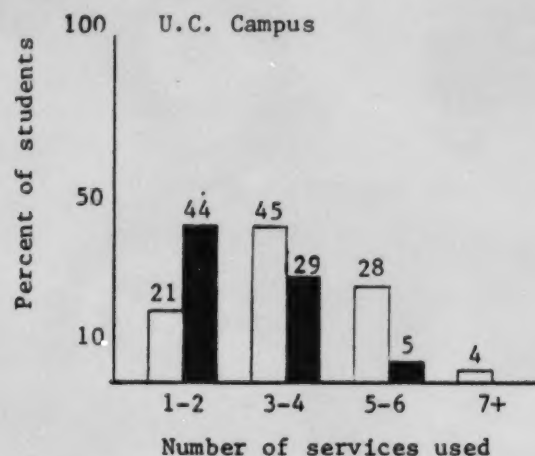
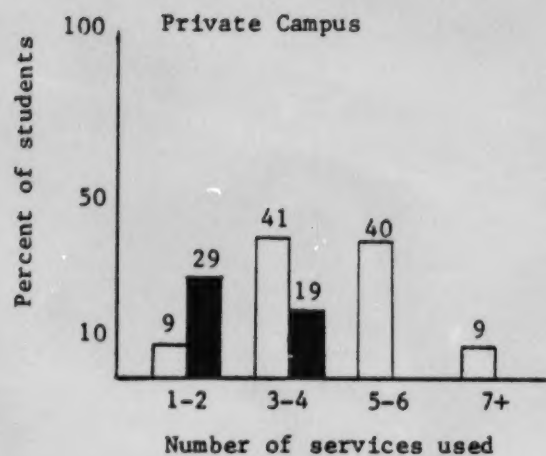
Overall, membership in campus organizations proved to be somewhat low, with 60% belonging to no campus organization at all; 15% belong only to Chicano organizations, 16% belong only to general organizations, and 10% belong to at least one of each.

Slightly more than half of all respondents did not use any minority services at all, compared to 9% who did not use general formal services. To a large extent this difference is probably an artifact of the wider range of general services from which to choose. Our aggregate lists showed 29 minority oriented services and 60 general services. Use of services for each campus is shown in Table 3. We computed helpfulness ratings for services on a scale which ranged from 0 to 6. The average helpfulness rating for general services was 2.4; for minority-oriented services it was 2.5, both in a "somewhat helpful" range. Helpfulness ratings for services at each campus are shown in Table 4.

Our original formal support measure included such a wide range of services that we felt it might not be the most useful measure to relate with academic performance or with program progress. We therefore revised the formal support measure to include only the following academic services:

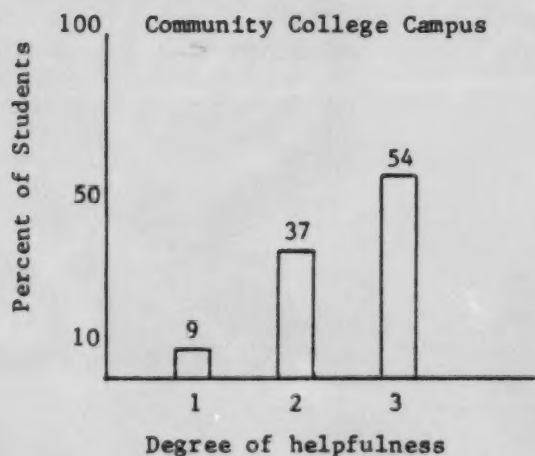
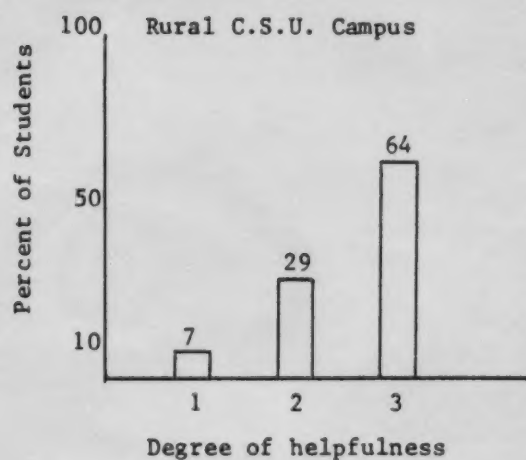
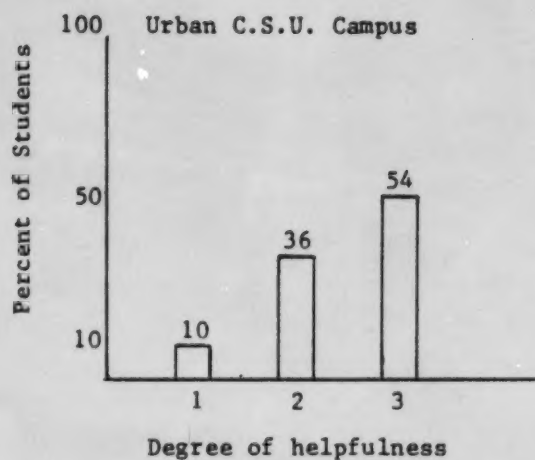
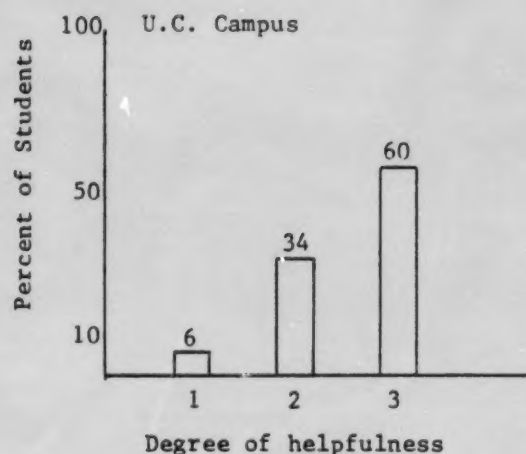
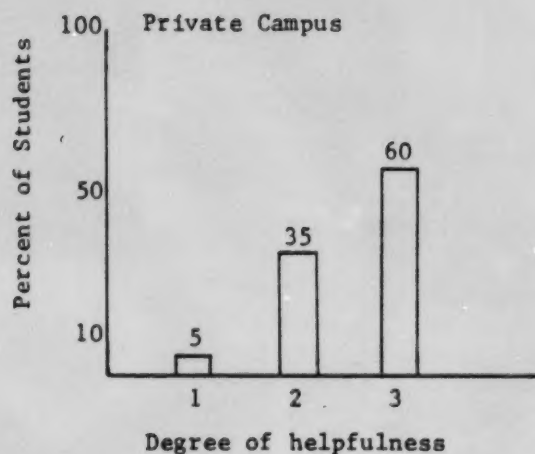
- a) the number of tutorials the respondent had taken or planned to take;
- b) all the academic services listed in Item #53 for each campus;

Table 3. Use of General & Minority-Oriented Support Services



□ = General support services
 ■ = Minority-oriented services

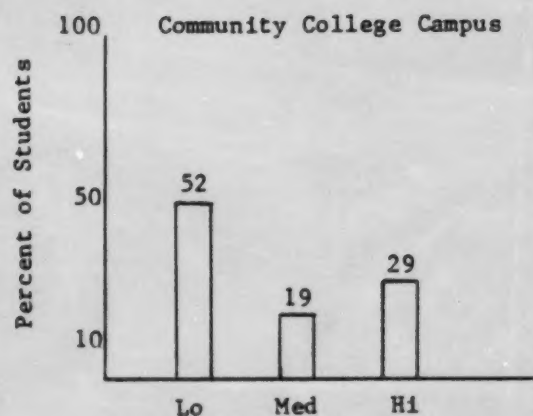
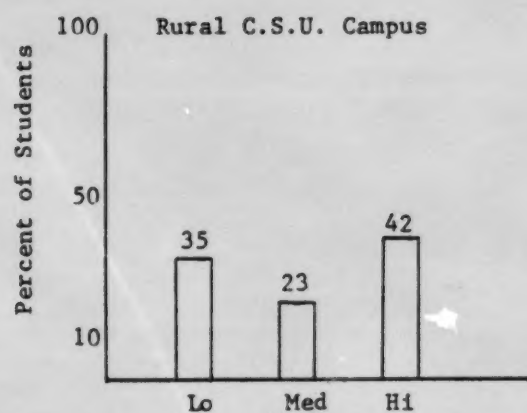
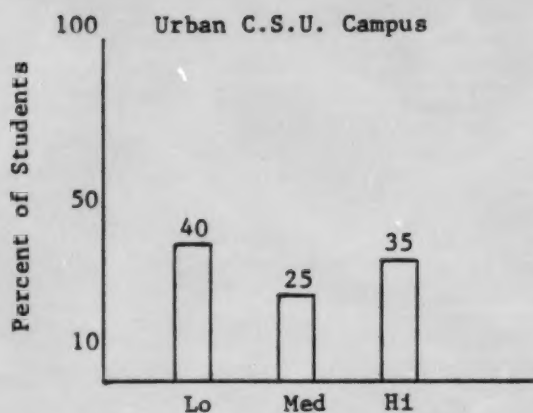
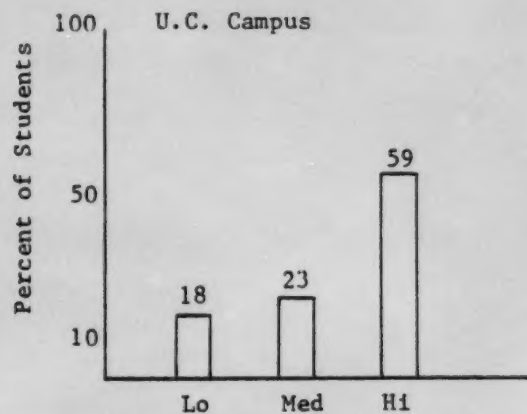
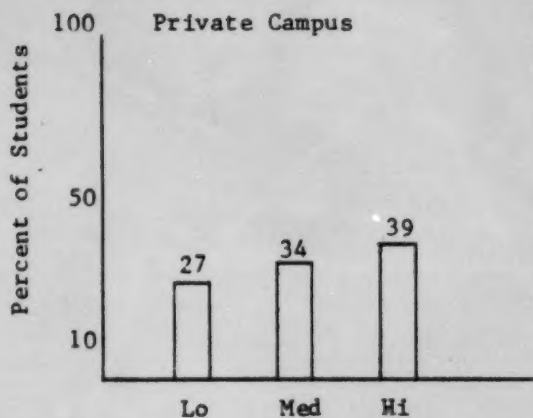
Table 4. Helpfulness of Support Services*



- 1 = Not helpful
- 2 = Somewhat helpful
- 3 = Helpful or very helpful

*Ratings include all support services for those students who have used the services.

Table 5. Degree of Academic Support Provided by Institution



*Includes EOP, tutorial programs, learning assistance centers, academic advising & other academic study programs.

- c) contact with faculty (includes both student and faculty initiated contact).

When we correlate this new formal academic support measure with the freedom from academic difficulty scale we find that students making greatest use of academic support are those who are experiencing academic difficulty. This means that those who need such services most are using them.

In Table 5 we display the degree of academic support provided at each campus. The U.C. campus shows the largest proportion of students (59%) receiving the most academic support. At the opposite extreme, the community college show the largest proportion (52%) of students receiving the least academic support.

Many responses to Item #93 revolved around formal support services--the lack of or inadequacy of services and unsatisfactory contact with instructors or counselors. One student reported a generally positive college experience, but expressed frustration about lack of information on available services:

My college experience has been somewhat positive. I feel I really needed someone to help me in choosing my classes. I went from a 3.5 to a 2.8 because of problems in one class which I didn't need. I also feel I needed someone to tell me about the different services available on campus. I have twice missed working at my job only to go on my own and ask questions about available services. I also feel that most Mexicans are intimidated or feel ashamed of not knowing of these services, therefore, we hold back from asking questions in fear that we will be thought of as ignorant. (Female, C.S.U.C.)

Another student wrote about the difficulty of getting information on financial aid:

I think there are innumerable ways of obtaining financial funds to go to school but they are hard to impossible to find--the forms and applications are complicated and hard to fill out in such a way as to get the most money. Scholarships are very difficult to find. No one will just tell you how to get money. Bacteriology is easier to find out about than HOW to fund your college expenses! I can't emphasize that enough. (Female, C.S.U.C.)

Some students reported active discouragement for educational goals from faculty and advisors:

At the beginning of my college education, I went to the advising center for advice on my future courses. I told the counselor there I was considering going for my B.S. in nursing. He strongly advised me to change my major to Liberal Arts because he felt my ability was

not 'fit' for their standards in nursing. I was discouraged and depressed. Because of my insecurity and my ignorance, I almost changed my major. A good Chicana friend of mine, who is no longer in school, explained how this should be more of a reason for me to continue my education for that B.S. in nursing. I am now a junior in a nursing program. (Female, rural C.S.U.C.)

I have had many bad experiences, with certain instructors who insist I'm too dumb to be in college. I feel we need a place where people can unite and talk about these problems so that we know what to do or who to talk to. The other day an instructor insulted me in front of the class and I was so upset I thought about taking my life. But thought this is probably what that 'fool' wanted me to do, so here I am! (Female, rural C.S.U.C.)

A few students reported discriminatory experiences with faculty:

The only negative experience I had, was when an instructor told me I should go to a junior college where it would be better for my kind. Because of this man I felt very bad, and lost some self-confidence. To have made it better I should have told him to 'Go to hell!' (Female, urban C.S.U.C.)

One issue that I think is important is that some professors have some kind of favoritism toward some students. I feel that this works against minority students because often professors expect more from their favorite students. As a result they help their favorite students and neglect the others who are not favorite to him. (Male, rural C.S.U.C.)

Campus differences described thus far are based largely on simple data analyses. Campus differences that result from more sophisticated analyses will be discussed in subsequent chapters, particularly in Chapters 5 (program progress) and Chapter 6 (reference group affiliation, informal support, and generational differences). Summaries of campus findings are presented in Chapter 7.

IV. Instructor Evaluations and Academic Effort

Coinciding with the major study, a smaller scale study was conducted by Judith Gonzalez, a research assistant with the project. This smaller study investigated the effects of instructor evaluations of written assignments on the amount of effort exerted by students. Ms. Gonzalez based her study on a theory of evaluation within organizations developed by Scott and Dornbusch (1975). The Scott and Dornbusch theory states that the effort exerted by organizational participants will be affected (positively) by evaluations if they are perceived as being soundly based (an accurate assessment of quality and effort), and if participants also value organizational goals. Further, the visibility of a participant's work (the amount of work graded by an instructor) will positively affect the perceived soundness of evaluations and the amount of effort exerted. In applying this theory to educational settings, the college becomes the organization of interest and students are the participants whose behaviour is examined. The study attempted to explain how academic effort is affected by instructor evaluations and visibility of work produced.

The student sample used in the Chicana survey was also used in the Gonzalez study, with two exceptions. Students who did not think graduation was important were removed from the sample since they did not meet the scope conditions of the theory (participants must value organizational goals for evaluations to be effective). Students who did not report at least minimal academic competence were also removed from the sample, as it was assumed that students must have minimal academic skills to respond to evaluations with greater effort.

Correlational analysis and analysis of variance procedures were used to test the hypotheses. Separate analyses were also conducted by school to control for differential school effects. The importance of graduation and self assessment of academic competence were separately controlled for in the analysis.

The results showed a significant positive relationship between perceived soundness of evaluations and academic effort. Students who considered teacher evaluations sound exerted more effort as a result of these evaluations. This finding held at all campuses when the effects of importance of graduation were controlled (students who did not care if they graduated were dropped from the sample). The visibility of academic work also had a significant positive relationship with academic effort. Students who turned in more work to be graded

by instructors exerted more effort as a result of their evaluations and also thought instructor evaluations were more soundly based.

Visibility of student work and perceived soundness of evaluations appear to function together to affect student self assessment of competence. Enhanced self-assessment of competence in turn produces a favorable influence on effort.

Self-assessment of academic competence contributed to higher effort at the urban Cal State, the rural Cal State and the private university. The importance of graduation and self-assessment of academic competence were important factors in predicting academic effort. The importance of graduation was a key motivational factor at all campuses, but especially at the community college. Self-assessment of academic competence was a crucial mediating factor between effort and perceived soundness of instructor evaluations. In college, participants enter the institution with a history of self-evaluation, and "high achievers" often continue to receive high evaluations of their performance. Instructors, who may find it more rewarding to interact with more confident, articulate and able students, may unconsciously give such students more soundly based and directive feedback. The average student, while capable of exerting extra effort, may less frequently receive a corresponding good grade and directive feedback for the amount of effort exerted. The positive impact of specific instructor evaluation on student academic self-concept is illustrated in the following comment made by a community college Chicana of average ability:

In my best class, there was a book to read, attendance counted, and the class had to take very good notes. He (the instructor) always puts comments on the papers telling us what we needed in order to explain something further. He wanted details, not just bare facts. I felt good about this class, since the instructor was always helpful. I felt that I could really contribute something positive to the class. Here, I got good grades because I worked hard and participated in class. It was my own fault when I didn't do as well. (female, community college)

In contrast to the encouragement received by this student from sound, directive instructor evaluations, is the discouragement, frustration and stress experienced by a student conscious of her academic shortcomings who received an inadequate evaluation:

I felt really inadequate in one of my education classes. I am very conscious of my accent when speaking and I felt terrified when I had to speak up in class. My one oral presentation went very bad.

All the teacher said to me was: "You didn't make eye contact with the other students." I still don't know everything that I did wrong in this presentation. I had so much stress in this class that I would get headaches and nausea; I finally dropped the class. My English skills were too low and I was unprepared for this class.
(female, urban Cal State)

In this study the students with the least amount of academic self-confidence produced the least effort. These are the very students who should be exerting greater effort, but without specific guidance about what they are doing wrong and how they can do better, they are likely to become frustrated and unable to act.

CHAPTER FOUR: MALE/FEMALE DIFFERENCES

Originally, the major reason for undertaking this study was to identify barriers facing Chicanas and to determine which are due to her status as a member of an ethnic minority and which to her status as a female. Because of our focus on women, 76% of our sample is female, and 24% is male. (See Chapter 1 for sample size and gender by campus.)

On the whole, we have found fewer gender related differences than anticipated. For instance, we expected women to be of a somewhat higher socioeconomic status than men. We based this assumption on the theory that lower income, working class families are more likely to give priority to the education of a son. We anticipated that daughters might have to wait until the family was closer to middle class status before receiving the opportunity for a college education. This theory did not prove correct. There was no significant difference, although at all three campuses where a male sample was taken, men had slightly higher average scores on the SES scale. (Refer to Chapter 5 for scores by sex and by campus.) We now realize that this population does not rely on parental financial support as much as a more typical college student might, and that instead they rely more on their own resources (outside work or savings), or on grants and loans. In fact, 32% of women and 22% of men reported stress at not being able to contribute more to the family income. Below are representative student comments regarding this issue:

Because of financial support my family needed, I was working full time and going to school full time. (Female, rural C.S.U.)

It is very discouraging not being able to help out my mother, as well as not having enough money for myself. If there ever were any problems I would not hesitate to postpone college to help out my mother. I find that I would prefer not to work and to devote my working hours to school. The only problem with this is that I could not help out at home. Nevertheless it is a dream that I still hold on to. (Female, urban C.S.U.)

We have, however, identified important differences in three other areas: domestic and employment time commitments, stress, and parental support. We have also examined the relationship between domestic responsibilities and program progress and we have identified problems relating to use of support services geared to women.

I. Employment and Domestic Responsibilities

In terms of outside work, about 9% more men than women work in the high range of 31 hours or more per week.

Table 6

Employment Hours Per Week

	<u>Hours</u>				
	10 or fewer	11 to 12	21 to 30	31 to 40	40 or more
Male	22%	27%	13%	31%	8%
	(22)	(27)	(13)	(32)	(8)
Female	21%	37%	13%	27%	3%
	(64)	(115)	(39)	(85)	(9)

Students at the community college reported the highest work hours of all campuses. The average hours there were 26.06 for women and 33.14 for men. The two students quoted below commented on the difficulties of combining full time employment with college:

I'd like to say that I have been honest with my answers--I say this because you might not believe that I work 40 hours and still have 19 units. I work nights started Thursdays to Sunday mornings--12 hour shifts. I don't sleep much on Thursday or Friday when I go to school. But I'm kind of use to this work and school routine. I've done it for the last two years. Sincerely, your part time Zombie. (Male, community college)

My family moved so much during grades 1 to 12 my education was not stable. I feel I need good preparation for college. I have completed my A.A. from _____. I feel it was one of the best colleges I've ever been to. I took me almost 10 years to complete because of working full time and attending evening classes. If I could afford to go to college full time and not work, I know I would finish in four years. (Female, community college)

The picture for hours of domestic responsibilities is quite different from that of paid hours of work, and shows that more than twice as many women as men work in the middle to high range of domestic hours per week.

Table 7

Hours of Domestic Work Per Week

	<u>Hours</u>				
	10 or fewer	11 to 12	21 to 30	31 to 40	41 or more
Male	85% (130)	9% (13)	3% (5)	2% (3)	1% (2)
Female	68% (333)	16% (77)	7% (32)	5% = (22)	5% (25)

For women, the combined hours of outside employment and domestic responsibilities is 26.55 hours per week (aggregate mean); for men the aggregate average is 25.34. At individual campuses, the combined mean for women ranges from 11.55 at the private campus to 48.31 at the community college.

Table 8

Combined Hours of Domestic and Paid Work Per Week
for Men and Women: by Campus

	Private	U-CSU	U.C.	C.C.	R-CSU	Average
Male	11.73	---	---	42.23	22.06	25.34
Female	11.55	31.56	15.41	48.31	25.95	26.55

This combination represents one of the most powerful factors affecting program progress for women. Women, who report many hours of domestic work, also report greater stress in regard to time management. Thus the domestic factor may have both a direct and an indirect effect on progress, in that high hours of outside responsibilities mean not only fewer hours for study, but also fewer campus friendships and hence less informal social integration and support as well.

The following comments directly address the issue of outside work and domestic responsibilities and the adverse effect of this combination on program progress:

My college experiences have been positive. I returned to college after I was married and had two children and after 5 years of attending evening school I am not quite half way to my B.A. in Business Administration. I hope to continue school, although I dislike getting grades of B's and C's when I know I could be getting A's and B's if I did not work full-time and have other home responsibilities. (Female, community college)

My experiences at the college level have been very positive. My only regret is that it seems like it will take forever to complete my studies. Working, raising a daughter, and an education seem to have the same priority value. Hopefully in 1981 I will be able to attend school full-time. (Female, community college)

In my particular situation my priorities between school and raising my two children has kept me from making any real commitment to my education. I know that I will finish my undergraduate degree but not until my children are past the stage where they no longer need as much of my time as they do now. This is the reason I did not enroll in classes this semester. One of my children is going through some really difficult teenage years. It has been difficult to say the least. (Female, community college)

A related and very important finding is that students who have high hours of outside employment do reduce the number of units they take in school, whereas those with high levels of domestic responsibilities do not. Women with high hours of domestic responsibilities are also more likely to have a lower self-concept in terms of their academic skills. On further examination, we found this lower self-concept was primarily related to English language skills. Women with high hours of employment did not have a lower self-concept on study skills.

II. Program Progress

There was no mean difference by sex on the program progress scale. The difference we did find was slight and appears at the higher level of the progress scale. When the program progress scale was divided into quartiles, a sex difference emerged only in the top two quartiles, slightly in favor of men. In other words, a higher proportion of men fell into the top quartile than did women.

Table 9 shows the average values on program progress broken down by sex and by campus:

Table 9

Average Values for Program Progress for
Men and Women: by Campus

	Private	U-CSU	U.C.	C.C.	R-CSU
Women	4.16 (85)	3.58 (96)	3.76 (101)	3.18 (71)	3.68 (132)
Men	4.10 (56)	---- ----	---- ----	3.15 (36)	3.72 (60)
All	4.14 (141)	3.58 (96)	3.76 (101)	3.17 (107)	3.69 (192)

Looking at averages rather than categories, the scores of women are slightly higher at two of the campuses. Women at the private university have the highest average of all, while men at the community college have the lowest average scores for program progress of all five campuses. Again, these differences are not statistically significant. Table 10 shows the variation in hours of domestic responsibilities and program progress according to marital status, parental status, and sex.

Married, divorced or separated students of either sex devote nearly three times as many hours to domestic responsibilities as do single students. Married, divorced, or separated students of both sexes, make slower program progress.

For students with children, the disparity in domestic hours is even greater. Students with children report more than four times as many hours of domestic work than do childless students. Students with children make slower program progress than do students without children.

Regardless of marital or parental status, women report more hours of domestic responsibilities than do men. Single students and childless students of either sex make the best program progress (3.8). Men and women with children make similar program progress although student-mothers devote nearly twice as many hours to domestic work as do student-fathers.

Table 10
Average Domestic Hours and Average Program Progress
for Men and Women According to Marital Status
and Parental Status

<u>Sex</u>	<u>Campus</u>	<u>Status</u>	<u>Domestic Hours</u>		<u>Program Progress</u>	
			Mean	N	Mean	N
Men	Community Private Rural-CSU	Married, Divorced, or Separated	13.6	69	3.2	69
		Single	4.7	144	3.8	144
		With children	16.8	10	3.2	10
		No children	5.2	213	3.8	213
Women	Community Private Rural-CSU	Married, Divorced, or Separated	26.0	115	3.1	115
		Single	7.8	399	3.8	399
		With children	31.5	86	3.2	86
		No children	7.2	406	3.8	406
Both	All campuses	Married, Divorced, or Separated	22.8	184	3.1	184
		Single	7.8	498	3.8	498
		With children	28.6	125	3.2	125
		No children	6.7	556	3.8	556

III. Stress

We factor analyzed responses to the stress related items and found three main factors: an academic stress factor, a social stress factor, and a financial stress factor. The items in each were:

- a) academic stress--not being as well prepared academically as most other students; speaking up in class; being in a place where people are extremely competitive; relieving discouragement from instructors about one's abilities; and having a loss of self-confidence;

- b) financial--not having enough money to last through the school year; having to repay student loans; not being able to help one's family out financially;
- c) social--not having a unified Chicano community on campus; feeling lonely much of the time; being in an atmosphere where people are cold and unfriendly; not having many dates; and not having time for school activities because of my job.

For each item, students were asked to select one of the following six choices: I haven't experienced this; I experienced this but it was not stressful; it was a little stressful; it was moderately stressful; it was stressful; it was very stressful.

We created scales for each stress factor based on the item's factor coefficient, and found that women and men were very different in their experience of stress in all three areas, with women consistently scoring higher on stress than men.

Item by item, women scored higher on the stressful/very stressful responses on all but one of the thirteen items designed to measure stressful experiences. Their highest sources of stress in order of frequency are:

Table 11
Highest Sources of Stress

<u>Source</u>	<u>Women</u>		<u>Men</u>	
	%	N	%	N
Not being prepared academically	39%	194	31%	50
Being in a competitive place	36%	177	27%	42
Loss of self confidence	36%	178	28%	44
Not having enough money	32%	158	23%	37
Not being able to help family	32%	159	22%	34
Speaking up in class	30%	149	18%	29

On two of these items, "not being prepared academically" and "not having enough money," there was a significant difference between men and women.

Most of these high stress areas relate to academic difficulty. Because women report higher G.P.A.'s for both high school and current academic work than do men, it is somewhat surprising that they also report greater stress

in this area. One would expect that an inadequate high school preparation would contribute to academic stress in college. Here again, women were much more likely than men to give their high school preparation a rating of "poor" even though their secondary grades were stronger than those of the male sample.

Stress appears to be related to reasons for making important academic decisions. For both sexes financial difficulty was the primary reason for changing schools or dropping out, but men were much more likely than women to report academic difficulty as the second major reason for these two decisions, while women reported marriage or the birth of a child as the second important reason.

The double bind. Our initial examination of items dealing with social interaction between men and women revealed no appreciable difference in reported dating behavior and preferences. Aggregate responses showed that 31% (N = 144) of women and 28% (N = 43) of men agreed or strongly agreed that they almost always date within their own ethnic group. Nineteen percent of both men (N = 29) and women (N = 93) agreed or strongly agreed that it was important to marry within their own ethnic group. Looking at aggregate responses, only 5% more women (13%, N = 62) than men (8%, N = 12) agreed or strongly agreed that Chicano men prefer to date Anglo women. There was a somewhat larger difference in responses to an item regarding the perceived desirability of educated Chicanas. Eleven percent more women (36%, N = 173) than men (25%, N = 39) agreed or strongly agreed that Chicano males are frightened of educated Chicanas.

Our original hypothesis was that social interaction would be an important area of stress for Chicana women who were more strongly affiliated with their own ethnic group, but that it would not be a concern for those women who were more affiliated with the Anglo campus community. We therefore ran correlations between the Chicano reference group scale and the stress items relating to social interaction. We found that Chicana females who scored high on the Chicano reference group scale are more likely to experience greater stress in the area of social relations. This stress was related in particular to the availability of Chicano males as dating or marriage partners. Women who scored high on the reference group scale agree that it is important to marry within their own ethnic group. At the same time, they also agree that Chicanos tend to be frightened of educated Chicanas and that Chicano men prefer to marry Anglo women. This puts Chicanas who identify strongly with their own ethnic group in a double bind which was reflected in higher social stress. They were more

likely to report stress on items such as feeling lonely much of the time, being in an atmosphere where people are cold and unfriendly, and not having many dates.

One student spoke of problems in male/female social interaction, and lack of support from Chicano males, but also expressed hope for change in this area:

Question 85 stimulated a lot of thinking. As a freshman (1976) involved with Chicano student organizations, it seemed Chicanas were in charge of cooking, day-care, and late night work, etc... while men held the offices. Also a lot of us Chicanas were so disappointed when we dated Chicano students. Although they advocated the growth of Chicanas VERBALLY, in actions they were still very sexist. Many Chicanas felt very strongly that Chicanos in professional school dated or married Anglos.

Now at least in terms of student organizations, Chicanas are getting very involved and the Chicanos are encouraging it and seem to be very sincere. These particular Chicanos in MECHA seem very concerned for unity and are sincere--that seems to go with their support of Chicanas, that is really refreshing. These Chicanos are not in MECHA for status or to put on their resume. Maybe they are just good individual men, because the sexism is still very much alive in general among the Chicanos on campus. (Female, U.C. campus)

Another student commented that the Chicano campus community is a source of strength and support, but that at the same time it also presents obstacles because of the traditional expectations of women held by many Chicano males:

Through the years, I have come to a better understanding of myself as a woman, a Chicana who wants to enter, or rather, continue in higher education. From the (school campus) "Chicano community," I have found encouragement from friends...people who have the same anxieties, fears, thoughts as I do. I think this has made me stronger. But, within this community, I have felt frustration because I am a woman who needs to be more than just a wife or a mother. I want my profession...and because I want this, I feel alienated from the Chicano men. At least I'm not the only Chicana who feels this way. It's ironic to me that there are men in the community who strongly advocate higher education for all Chicanos yet, turn to their (campus) community and say (or at least seem to say), "but women should stay traditional." I'm lucky, I'm with a Chicano who supports, encourages, and even admires me for wanting/pursuing my M.D. I'm really lucky. (Female, private university)

A student at the U.C. campus described similar difficulties within the social realm:

In some ways my college experiences have been negative, but they have all been related to social problems. I hadn't dated until I came here, and I had to experience this on my own, except for help from my friends. Also, being in a leadership position for Chicanos, I am criticized by other Raza, especially from men. (Female, U.C. campus)

IV. Support

Parental support. On the whole, the degree of support from parents for attending college appears to be good for both sexes. We did, however, find differences between men and women in reported support from parents.

Table 12

Support from Parents for Attending College

<u>Parental Support</u>	<u>Men</u> (N=126)	<u>Women</u> (N=413)
Mother very supportive	81%	68%***
Father very supportive	77%	63%**
Mother slightly/strongly opposed	3%	8%
Father slightly/strongly opposed	4%	6%

** $p < .05$

*** $p < .001$

The differences were highly significant for both parents, but especially for the mothers. Men were much more likely than women to report that their mother was very supportive of their going to college (t -value = 3.20, significant at .001 level). Men were also more likely than women to report that their father was very supportive of their attending college (t -value = 2.83, significant at .05 level). Few parents were reported to be opposed to college attendance for their children, but again the proportion of discouragement was greater for women. It appears then, that men are receiving more active parental encouragement and less active opposition than women for their educational goals.

One woman spoke of receiving discouragement from her mother: "The only person who discouraged me was my mother and that has to do with her traditional upbringing" (female, U.C. campus).

Few of the parents in our sample have received a college education. The

average number of years of schooling for both mothers and fathers is approximately 9 years. (A complete breakdown of parent education is included in the appendix.) We suspect that problems arise because parents are not familiar with the demands of college and, therefore, expect their children to maintain the same level of commitment to family affairs as before. This can cause conflict, particularly in students who live at home. One woman spoke to this issue in her response to Item #93:

About my only problem related to college is not having family support in terms of them understanding the amount of time I need to dedicate to reading, studying, reviewing, etc. Because I live at home, I must still "participate" in everything that my family does. If I don't, a lot of tension results. But my family certainly doesn't discourage my college attendance; in fact my father always tells me that I can do anything that I want to. And I believe that. Also--college certainly does make one very lonely at times.
(Female, U.C. campus)

When problems arise between parents and students regarding educational goals, they may be due in large part to lack of knowledge about college, and not to lack of support for attending college.

Formal support. One finding that should be noted here is that Chicanas are making very little use of formal institutional support services geared to women. Less than 9% of the sample at any one college campus had used services such as women's centers or re-entry programs. A senior at the private campus expressed regret at having spent her time seeking support from the women's center at her campus instead of from her Chicana peers:

I wish I had spent more time with my Chicana friends and less time asking white "feminists" (Women's Center staffers) why I was the only colored face around. (Female, private university)

We found no significant differences between men and women in the utilization of other formal support services.

NOTE: In this chapter we have summarized the significant differences between men and women. Throughout the rest of this report, the findings are based on analyses that include both male and female data unless stated otherwise.

CHAPTER FIVE: PROGRAM PROGRESS

I. Major Predictors of Program Progress

It is clear that we are working with a number of variables that predict program progress; at the same time these predictors are correlated with each other. This produces a complex problem for the analysis of program progress. Do we have factors that predict program independent of each other? Or are we examining several sets of predictors, some of which are essentially reflecting the same underlying concept? The first step in understanding these findings is an examination of the average values for the predictor variables for women and for men at each campus. Table 13 shows the values of the major predictors.

Academic performance. Students who score high on this scale are having the fewest academic problems while those who score low are experiencing more academic difficulties. Students at the private campus are at the high end of the scale with a combined average of 3.76 for both men and women. Next highest on this scale are students at the U.C. campus with 3.68 (women only at this campus). The rural C.S.U.C. campus is close with an average of 3.65, while the urban C.S.U.C. campus is at the low end of the scale with an average of 3.50. Lowest average scores of all are at the community college, which has a combined score of 3.45 for both sexes.

There is no gender difference at the private campus. At the other two campuses that included a male sample, the rural C.S.U.C. and the community college, women scored slightly higher than the men. Mean at the community college had the lowest scores of all, with an average of 3.41.

Domestic hours. Shown here are the average hours per week that men and women at each campus devote to domestic responsibilities, a category that includes not only childcare, but caring for elderly relatives, cooking, cleaning, and other domestic work. When we look at results by campus, the most hours (14.32) are reported at the urban C.S.U.C. campus, where we surveyed women only. This is followed by the community college, with a combined average of 13.54 hours for both sexes. Students at the rural C.S.U.C. campus report the third highest number of hours, with 10.11 for both sexes. The U.C. campus (women only) is at the lower end of the scale with 7.54 hours per week. The fewest hours, 4.37 per week for both sexes, were re-

Table 13

Average Values for Major Predictors of Degree Program Progress
for Men and Women: By Campus

	Private		U-CSUC		U.C.		Community		R-CSUC	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
<u>Academic Performance (Freedom from Academic Difficulty)</u>										
Women	3.76	(85)	3.50	(95)	3.68	(101)	3.49	(69)	3.66	(131)
Men	3.76	(54)	----	--	----	---	3.41	(36)	3.63	(59)
All	3.76		3.50		3.68		3.45		3.65	
<u>Domestic Hours</u>										
Women	4.37	(83)	14.32	(90)	7.54	(100)	22.25	(67)	12.40	(128)
Men	4.37	(54)	-----	--	-----	---	9.09	(32)	7.83	(59)
All	4.37		14.32		7.54		13.54		10.11	
<u>Hours Paid Work</u>										
Women	7.18	(85)	17.24	(96)	7.87	(101)	26.06	(71)	13.55	(132)
Men	7.36	(56)	-----	--	-----	---	33.14	(36)	14.23	(60)
All	7.27		17.24		7.87		29.60		13.89	
<u>SES</u>										
Women	9.46	(85)	6.66	(96)	8.35	(101)	5.42	(71)	5.53	(132)
Men	10.12	(56)	-----	--	-----	---	5.77	(36)	6.03	(60)
All	9.79		6.66		8.35		5.59		5.78	
<u>Age</u>										
Women	19.53	(85)	23.26	(96)	21.01	(101)	30.21	(71)	22.91	(131)
Men	20.02	(56)	-----	--	-----	---	27.83	(35)	23.35	(58)
All	19.78		23.26		21.01		29.02		23.13	

ported by students at the private campus.

When we look at the averages by sex, the picture changes considerably. Women, except at the private campus, tend to devote more hours per week to domestic responsibilities than do men. This is especially true at the community college. At the two-year college, women report the greatest number of domestic hours (22.5) of the entire five campus sample. Men at the community college report an average of 9.09 hours of domestic responsibilities per week. When figures are separated by sex, women at the urban C.S.U.C. campus have the second highest number of hours per week, an average of 14.32, which is considerably lower than the average for women at the two-year college. The third highest number of hours was reported by women at the rural C.S.U.C. campus (12.40). The fourth highest number of hours was reported by men at the community college (9.09), followed by men at the rural C.S.U.C. campus with 7.83. Students at the two most selective institutions devote fewest hours to domestic work. Average domestic hours for women at the U.C. campus are 7.54. At the private campus, which reports the lowest hours of all (4.37), there was no difference by sex.

Hours of employment. There is also a wide range in the number of hours students reported working per week. Community college students devote the highest number of hours to employment, with an average of 29.6 hours per week. The second highest number of hours is 17.24 for urban C.S.U.C. students, followed by 13.89 for rural C.S.U.C. students. At the lower end of the range are U.C. students with 7.87 hours per week. The lowest number of hours reported is at the private campus, where the average is 7.27.

Looking at figures by sex, we find that men work more hours than women at each campus. However, differences are not as great as those for domestic hours. With an average of 33.14 hours, men at the community college work the greatest number of hours per week. Women at the same campus work the next highest number of hours with an average of 26.06. Third highest are women at the urban C.S.U.C. campus with 17.24 hours per week. Clustered in the middle range are men at the rural C.S.U.C. (14.23 hours) and women at the same campus (13.55 hours). Women at the U.C. campus are again at the low end, with 7.87 hours per week. Men (7.36 hours) and women (7.18 hours) at the private campus work the fewest hours of all.

Socioeconomic status. Our SES measure is based on the education of both parents and on the father's occupation. High scores on this scale re-

flect higher status; scores ranged from 1 to 16. Students at the private campus have the highest SES of all five campuses, with an average score of 9.79. Second highest are students at the U.C. campuses, with an average of 8.35. In the middle of the range are urban C.S.U.C. students (6.66). Rural C.S.U.C. students are at the lower end (5.78), while students at the community college have the lowest socioeconomic scores of all the campuses sampled (5.59).

At all three campuses where a male sample was taken, men had somewhat higher SES scores than did their female counterparts, but the difference was not significant. Men at the private university had the highest SES scores of all (10.12) and women at the community college had the lowest scores (5.42).

Age. This section shows the average age of students at each campus. Students at the community college were the oldest in the sample, with an average age of 29.02 years for both sexes. Urban C.S.U.C. students were next oldest with an average age of 23.26, followed by rural C.S.U.C. students, whose average age is 23.13. The youngest students are found at the U.C. campus (21.01) and at the private university (19.78).

Women at the community college are the oldest students in the sample, with an average age of 30.21. Men at the same campus are next in age with an average of 27.83 years. At both the private campus and the rural C.S.U.C. campus, men are somewhat older than the women at each school. Women at the private campus are the youngest in the sample, with an average age of 19.53 years.

II. Intercorrelations

Table 14 summarizes the intercorrelations among the dependent variable, program progress, and the same predictor variables shown in Table 13: SES, age, employment hours, domestic hours, and academic performance.

The large number of highly significant correlation coefficients in this table illustrates the power of a number of variables to predict program progress. Looking across the first row, which gives the correlates of program progress, we see that freedom from academic difficulty and SES are positive correlates, while the number of hours one works, at domestic or at paid labor, are strong negative correlates. In addition, age has a strong

negative relation to program progress.

Table 14

Intercorrelations of Program Progress and its Predictors

N = 614

	Pro- gress	Acad.	Domest. Hours	Hrs. Work	Age	SES
Program Progress	1.00	.31***	-.35***	-.40***	-.46***	.19***
Academic Performance		1.00	-.18***	-.03	-.14***	.30***
Domestic Hours			1.00	.12***	.41***	-.20***
Hours Work				1.00	.36***	-.16***
Age					1.00	-.29***
SES						1.00

*** $p < .001$

The analytic problems are complicated by a high level of interrelationship among the predictor variables. For example, SES is not only related to program progress, but is also positively related to "freedom from academic difficulty" and negatively related to domestic and paid work hours as well as age. Age is positively related with both kinds of work hours and negatively related with academic performance. The more domestic hours one puts in, the more difficulties one reports in the academic area ($r = -.18$). There is even a small positive correlation between hours of domestic work and hours of paid work, suggesting the occurrence of double responsibilities outside of school for many subjects.

One can easily misinterpret these relationships. Does it represent essentially one interrelated cluster of problems for different kinds of students? Is there a general type of student who is not making good progress, an older student from a lower SES background who has many hours of paid and unpaid work outside of school and who is doing poorly as a result? As we shall see, this is much too simple a picture; although there are enough students with multiple problems to create this overall picture of association,

what we are looking at are students who have different kinds of problems.

Age as predictor. The relationship between age and program progress is not surprising. It will be recalled that the index of program progress contains many items referring to length of time one has dropped out and stopped out of school. Obviously, a 17 year old freshperson would not be able to achieve a very low score on program progress. However, the power of age to predict program progress is by no means entirely some kind of artifactual result. It is very clear that older students are also more likely to have a number of other characteristics which are negatively related to program progress.

Table 15

Average Values of Major Variables for
Younger and Older Students

<u>Variable</u>	<u>Age</u>	
	< 25 N = 492	25 + N = 156
SES	2.74	1.81
Program Progress	3.84	1.66
Domestic Hours Work	7.40	20.78
Paid Hours Work	11.42	24.24
Freedom from Academic Difficulty	2.21	1.98
Chicano Friends	2.04	1.86
Anglo Friends	2.26	1.88

Table 15 compares the average values of major variables for two groups of students, those who are under 25 years of age and those who are 25 years or older. Nearly three quarters of our sample are under age 25. This younger group has higher SES, fewer academic problems, and higher program progress. They have fewer hours of domestic work and paid employment. In terms of friendships, they seem better integrated into the campus community and have a greater number of Chicano and Anglo friends than do older students.

The older student have a lower socioeconomic status and more academic difficulties. Their average program progress is less than half that of the

younger students. Older students devote nearly three times as many hours to domestic work, and more than twice as many hours to employment as do the younger students. Older students have fewer friends among either Chicano or Anglo students and are thus more likely to be "campus isolates" (students with less than two friends on campus). It is also the case that older students are more likely to have parents who were born in Mexico.

III. Multivariate Analysis

In order to untangle these intercorrelated predictors, it was necessary to move to multivariate analysis. We present below the results of multiple regression analysis. This technique allows use to examine the effects of each predictor on program progress, while holding the effects of the other predictors constant. Thus it enables us to estimate whether or not we are dealing with factors which are associated with program progress independent of each other.

In Table 16 the reader will find that we have translated the differences between campuses into three predictors which have been entered into the regression as three campus types. Type 1 (private university) had the highest program progress score; Type 5 (U.C. campus and rural C.S.U.C.) had the next highest; Type 4 (community college) was the lowest. The urban C.S.U.C. was intermediate between Type 5 and Type 4. This method of analysis has the impact of comparing the effect on one's program progress of going to campuses of Types 1, 4, and 5 to that of going to the urban C.S.U.C. campus.

Gender is entered into the regression as a two-valued variable (a dummy variable), with female represented as the higher value. In order to evaluate the results of this analysis, one must examine the relative beta weights of this predictor. The statistical significance of each predictor is calculated with an F test. It is legitimate, in examining beta weights, to compare the strength of each predictor to another in the same regression.

The most important result of the regression in Table 16 is that certain predictors merge as significant predictors of program progress even when the others are taken into account. These significant predictors are: domestic hours work; hours of paid work; freedom from academic difficulty; going to the private university; and going to the community college. As one would expect from the previous correlations, domestic hours and hours paid work

Table 16

Regression on Program Progress of Major Predictors,
Sex and Campus Type

<u>Predictor</u>	<u>Beta</u>	<u>F Value</u>
Type 1 (private)	.209	17.24**
Type 4 (community college)	-.153	11.59**
Type 5 (U.C. and rural C.S.U.C.)	-.001	0.03
SES	-.078	4.73**
Gender	.020	0.36
Domestic Hours	-.211	37.92**
Hours Work	-.267	54.11**
Freedom from academic difficulty	.252	55.89**

$$R^2 = .38$$

$$N = 611$$

** p < .01

have powerful negative effects on program progress, while freedom from academic difficulty has a powerful positive effect.

Once we take the number of domestic hours into account, sex has no significant impact on program progress. Once we take academic difficulty into account, SES no longer has a direct impact on program progress.

The results on campus type are particularly interesting. They may be described as follows: holding constant academic and demographic variables (which differ sharply between campuses) there is still a favorable effect of attending the private university and an unfavorable effect of attending a community college. The differences among the middle schools are not important, once these other predictors are taken into account.

The impact of socio-economic status on program progress, once the other predictors are entered into the regression is difficult to interpret. It appears to have a weak, but statistically significant negative impact on program progress. If it were to be interpreted literally, it would mean that when all the other variables are taken into account, there is a tendency for lower SES students to have better program progress. However, it is probably

not wise to interpret this literally. We carried out a path analysis on these data which showed that the impact of SES operates indirectly; it has a favorable effect on freedom from academic difficulty, which in turn operates on program progress. As in many other studies of educational attainment, the impact of social class is mediated by its relationship to academic performance. Why do we see a negative effect in the table? In all probability we are dealing with an artifact of multicollinearity, a problem which arises when the predictors in the equation have too high a level of correlation with each other. When we carried out a path analysis for each campus separately, only at the community college, did this unexpected negative impact of SES on program progress appear.

Although age is not entered into this particular regression, detailed analysis in the path models showed that it continued to have a powerful negative impact, independent of all these factors, on program progress. A final note of interest in this analysis: the total amount of variance accounted for by the regression is .38. This means that the combination of these predictors accounts for a little over a third of the variation in the dependent variable. This is a powerful and impressive figure in comparison to many of the earlier studies of persistence, which typically account for far less variance.

IV. Multivariate Analysis for Men and Women

The focus of this survey was on the woman of Mexican American background. Do these predictor variables operate differently for women than for the men in the comparison group? To answer this question, it was necessary to run two separate regressions, one for men and one for women. To make this a reasonable comparison, we have included only those three campuses where we have male and female samples. Table 17 presents the results for these two regressions. In addition to beta weights the statistic of B is included. This represents the slope of the relationship between the predictor and program progress, taking into account the effect of the other variables. In other words, for every unit of increase in the predictor variable, how many units of increase is there in program progress? The larger the B, the steeper is the slope. B becomes a critical statistic in comparing two regression equations, because it is not legitimate to compare beta weights across regressions (as one might want to do in comparing the regression for men versus women). Beta weights only give reasonable information about the relative strength of the predictors within a given regression.

Table 17

Multivariate Analysis: Predictors of Program Progress
for Men and Women on Three Campuses

MEN (N = 135)

<u>Predictor</u>	<u>B</u>	<u>Beta</u>	<u>F Value</u>
Freedom from Academic Difficulty	.313	.342	31.69**
Private University	.189	.143	3.61**
Community College	-.183	-.121	2.66**
Importance of Graduation	.144	.104	3.02**
Age	-.308	-.267	10.53**
SES	-.732	-.000	0.01
Domestic Hours Work	.191	.035	0.29
Paid Hours Work	-.894	-.222	8.28**
			$R^2 = .58$

WOMEN (N = 263)

Freedom from Academic Difficulty	.118	.120	5.39**
Private University	.292	.200	12.45**
Community College	-.171	-.110	3.69**
Age	-.133	-.160	7.12**
SES	-.190	-.110	3.79**
Domestic Hours Work	-.987	-.240	18.82**
Paid Hours Work	-.120	-.270	25.10**
			$R^2 = .43$

There is an overall similarity in the variables that are significant predictors of program progress for men and women. The only differences here are that: importance of graduation is a significant predictor for men and not for women, while domestic hours is a powerful predictor for women (negative) but not for men.

For both men and women freedom from academic difficulty is a significant positive predictor of program progress. However, the slope or the B is almost three times as steep for men as for women. This suggests that academic prob-

lems are a more important barrier for men than women, This may be related to the higher G.P.A.'s reported for women as well as other research which suggests that Chicanas perform better in high school than Chicanos.

There is another difference between the regressions for men and women. The impact of paid work hours is much more severe for men than women; while the negative impact of domestic hours is much more severe (as might be expected) for women than for men. For men the B value is such that for every increase in work hours per week there is almost .90 of a unit decrease in program progress. The comparable figure for women is only .12 of a unit decrease in program progress for every unit increase in work hours. In contrast there is .98 of a unit decrease in program progress for women for every increased hour of domestic work and only .19 of a unit decrease in program progress for men for every increased hour of domestic work.

The impact of type of college attended is very similar for men and women. In both cases, there is a favorable effect of attending a private university and negative effect of attending a community college. Age has a significant negative impact for both sexes.

The overall amount of variance explained by these predictors for men is even higher than that for women (58% as compared to 43%). In the appendix are found tables showing results of the multivariate analysis for program progress for each campus.

V. Multivariate Analysis of Effort

Academic support did not relate directly to program progress. Because this was a cross-sectional, rather than a longitudinal study design, the data reflected the association between having academic problems and using academic support services. Since having academic problems is negatively associated with program progress, a cross-sectional survey could not tell us whether or not receiving academic support was improving program progress. To answer that question, one would have to take students with similar academic difficulties who did and did not take advantage of support services. If these students were followed over time, one could make a better estimate of the effectiveness of support services.

However, we did find that measures of effort such as doing assigned reading before coming to class, turning in assignments on time, and hours spent on

homework (per unit of coursework), was associated with the use of academic support services. In this analysis the consequent variable was a Guttman scale measuring effort that was developed by Judith Gonzalez (for more detail on this part of the study see Chapter 3).

Gonzalez found that the student's self-assessment of study skills was an important predictor of effort. The more competent the student assessed her/himself to be, the more effort s/he put out. This is a rather unfortunate relationship, since one would think that the less competent student should be exerting more effort rather than less in order to survive. This relationship may well be the beginning of failure and drop-out. The less competent students feel unable to exert the necessary effort to survive in school (probably because they feel they are unlikely to succeed). This spiral only leads to further academic difficulty and becomes a self-fulfilling prophecy.

Table 18 shows a multivariate analysis in which we examine the power of use of academic support services and the student's self-assessment of academic skills to predict effort on each campus. Self-assessment was a significant predictor of effort on every campus but the community college. At two of the campuses, the urban C.S.U.C. and the rural C.S.U.C., receiving academic support was a positive predictor of effort as well. This means that at these two campuses, those who have lower self-assessment exert less effort; holding self-assessment constant, those who receive more academic support exert more effort. This relationship suggests that on some campuses, academic support services may be boosting effort among those who are most in need of this kind of assistance. However, a longitudinal study is necessary to document this process with any certainty.

Table 18
Multivariate Analysis:
Predictors of Academic Effort for Each Campus

<u>Predictor</u>	<u>Beta</u>	<u>F value</u>
Private University (N = 136)		
Skills	.31	14.56**
Formal Academic Support	-.02	0.08
		$R^2 = .10$
Urban C.S.U. (N = 89)		
Skills	.26	6.56**
Formal Academic Support	.23	5.13**
		$R^2 = .13$
University of California (N = 99)		
Skills	.22	4.74**
Formal Academic Support	.05	0.25
		$R^2 = .05$
Community College (N = 94)		
Skills	.10	0.93
Formal Academic Support	.16	2.27
		$R^2 = .03$
Rural C.S.U. (N = 184)		
Skills	.19	6.97**
Formal Academic Support	.15	4.16**
		$R^2 = .06$

** p < .01

CHAPTER SIX: REFERENCE GROUP AFFILIATION

A major area of investigation in our research was the issue of reference group affiliation. Based on an earlier, one campus pilot study, we expected to find considerable diversity in attitudes toward the Chicano campus community. We expected to find some students much more oriented toward and affiliated with their own ethnic group than others. We hypothesized that this difference would be related to social class and expected that more middle class Chicanas would show less identification with their ethnic reference group than Chicanas from a lower socioeconomic status. We also hypothesized that students who identified strongly with the Chicano campus community would be more likely to use minority oriented support services.

I. Ethnic Self-Identification Term

The term "Chicano" proved to be somewhat controversial. We were aware that this ethnic identification term is not in favor among adults of Mexican origin, but expected that it would be the preferred term among college students. For this reason we used the term "Chicano" in the title of our study. We found that to many students, the term retains very negative overtones:

I do not like being referred to as a "Chicana." It reminds me of "low riders" and "beaners." I am, unfortunately, prejudiced against "Chicanos" because they seem to act in a non-acceptable manner which in turn makes people think I'm like that...I'm not. Thanks for the survey. (Female, urban C.S.U.C.)

Stated preferences reflected the full gamut of the assimilation process:

I personally frown on being referred to as a Chicana. Because I am not. I am, have always been, and always will be, Mexican.

I am Mexican American, but I'm an American first. (Female, urban C.S.U.C.)

I don't like the word "Chicano." I consider myself an American of Mexican descent. (Male, rural C.S.U.C.)

In the post-survey interviews, some students commented that their own acceptance of the term "Chicano" involved a process of change:

It identifies people as being aware or unaware of the Chicano movement. People who use it are involved; now I use Chicana. When I was younger and in high school I used to consider myself Mexican-American but I've become more aware and involved. (Female, U.C. campus)

An examination of aggregate responses showed that 36% (247) of the sample preferred the term "Mexican American." "Chicano" was favored by 21% (146) of the sample and "Mexican/Mexicano" by 18% (125). "American of Mexican descent" was preferred by 12% (79) of the students. "Hispanic" (13) and "Spanish" (12) were each preferred by approximately 2% of the sample. Preference for three other terms was very limited: "Latino," 1% (8); "Anglo," .4% (3); and "Raza," .1% (1). Looking at results by school, "Mexican American" was the preferred term at all but the U.C. campus, where "Chicano" was favored. "Chicano" was the second choice at the private campus and the rural C.S.U.C. campus.

Student comments. Before proceeding to results based on reference group affiliation, we will present typical responses to Item #93. We believe that the attitudes and experiences expressed by students themselves can underscore the importance of ethnic identification and at the same time reveal the diversity within the group.

Representing one extreme were comments by a few students who do not identify with their own ethnic community, who feel no sense of commitment to it, and who object to attitudes they consider characteristic of the Chicano campus community:

You neglected to recognize those of use who resent the term "Chicano/a" and who find the paranoia of discrimination within the said community very tedious and repetitive. (Female, private university)

My college experience has been very positive; especially, I think, since I didn't stay with the members of my ethnic group. I found them to be very resentful, very unduly conservative, and quite thoughtless when I lived in the Chicano dorm. (Female, private university)

Unfortunately my father's occupation surrounded us with a social life of mainly Anglo Saxons. Fortunately we were exposed to much more than the majority of my Mexican peers. Such as education, goals...But we were never really involved with our own culture and heritage. I don't look Mexican; I am very light complected and have no accent. For this reason (I guess) I've never faced problems of discrimination except among other Mexi-

can peers who thought I was too smart, too involved, too "sophisticated coconut." That was the saddest part of my education. Sad that they'd place themselves in a stereotype that would be harder to emerge from than any discrimination by anyone else! (Female, rural C.S.U.C.)

The greatest proportion of comments were from students who do indentify with the Chicano community. Among these responses were comments regarding loneliness due to the small numbers of Chicano students on campus:

My experiences at (school) are mostly good ones. There is heavy culture shock after my community college, which is small and supportive. I find this a challenging and exciting experience, really a dream come true. I see very few Chicano/a faces on campus and have gone for days without having one personal conversation. Fortunately I have strong support from my family and community, which gives me incentive to ignore or overcome problems I face at U.C. (Female, U.C. campus)

I believe my college experiences would be more positive, if there were more Chicanos or Chicanas attending. I sometimes feel alone because of this. It is easier for me to relate with them. If more Chicanos attended State, it would really build up my self-confidence. (Female, urban C.S.U.C.)

Other students reflected on problems relating to culture shock. Many stressed the importance of support from Chicano peers and a desire for more Chicano or Chicana advisors and counselors. One woman wrote at length about the alienation she experienced as a student at the private university:

My first two years at (school) were quite successful. The pressures of rigorous coursework and the atmosphere of a predominantly white, intellectual, upper-middle class institution made me confront directly personal concepts about myself, my background, and the general society around me. My first two years were often times painful, and I can easily say that I experienced the most difficult times of my life thus far here at (school).

Counseling services more sensitized to the needs of Chicanas may have helped my situation. As I look back, I feel I just needed someone to validate my experiences/sentiments about myself and (school), someone who would have explained to me that the institution was to blame for a large part of my alienation, and that I was not to blame entirely for my feelings of depression. I used the services (on campus); I did not seek out the Chicana counselor (because I felt to blame entirely and guilty for having "failed" as a Chicana). The woman counselor I encountered was not sensi-

tive to my needs (as I look back).

I also believe that if I had spent my first year at (the Chicano dormitory), my alienation may have been alleviated...I think I could have dealt much better with the institution...Thank you for listening" I have recovered from those difficult times, and I can honestly say that I am enjoying my last year here. I still feel very ambivalent about my experiences here, and I believe I will continue to feel so for some time to come. (Female, private university)

Like the student quoted above, other women expressed a need for Chicano counseling staff and reaffirmed the importance of support from student peers in the Chicano campus community. As these students explain, Chicana and Chicano peers offer advice and support in the area of academic advising as well as with personal issues:

Most of my experiences on campus have been positive. Unfortunately this campus is lacking in professionally trained Chicano counselors. There are many questions I have concerning my major, but I never seem to obtain the right information because I don't feel comfortable talking with the Anglo advisers. (Female, rural C.S.U.C.)

At the beginning of my college education, I went to the advisory center for advice on my future courses. I told the counselor there I was considering going for my B.S. in nursing. He strongly advised me to change my major to Liberal Arts because he felt my ability was not "fit" for their standards in nursing. I was very discouraged and depressed. Because of my insecurity and my ignorance, I almost changed my major. A good Chicana friend of mine, who is no longer in school, explained how this should be more of a reason for me to continue my education for that B.S. in nursing. I am now a junior in (State's) nursing program. This might seem like a "sob" story but my point is that Chicana's in health must try to reach high school Chicanos and encourage them to continue their education in college. Especially in the health field. I know it is expensive, but I myself have been continuing my education with financial aid, loans, and work for five years. I know and have experienced discrimination and prejudice for many years, but with faith in God and oneself, one can make it. (Female, rural C.S.U.C.)

"Negative" best describes my college experience. Adjustment has taken four years. I have never felt I had much direction here, but through my own efforts (without the help of advisers and counselors) I have plotted out some academic goals for myself. I strongly feel that a Chicana academic adviser would have greatly improved my motivation and would have been helpful in defining career interests and goals. However, Chicano outreach was not good the year I en-

tered, hence I never saw the need for the community (Chicano) until my senior year. I experienced college the hard way--without advisers and friends (with backgrounds similar to my own). The experience would have been better had I sought assistance and support, both academic and emotional. (Female, private university)

As in the pilot study, we also found a number of comments by students who feel alienated from both the Chicano and Anglo communities, and who expressed a need for help in resolving this cultural conflict.

One question--will your study assist those of us who were raised Anglo, to move back to our culture? Sometimes I can't help but feel lost between two cultures and the strong need for support in getting back my own. (Female, U.C. campus)

One of the students we interviewed after the survey was a woman of Native American and Mexican descent who was a senior at the private university. She came from a rural areas and experienced particularly strong culture shock and cultural conflicts. Her marriage to an Anglo was short-lived because of conflict between her own traditional values and those of her husband:

I've had the conflict all my life. In my family we would help each other and other people. Time and time again strangers would come to our house and my mother would feed them. The idea of going all out for yourself is hard to get used to. And the goal of getting rewards but being alone is not what I want for myself. In my town the whites were very wealthy and the poor were all Indian and Chicanos. I thought that to be right was to be white--that means to be approved of, tasteful, something we ought to emulate. To become refined, that's what I thought I should become when I was growing up. Now it's like white sugar to me--it's the most refined sugar, but it has no value. In my family many of the women marry young and have children. I married a white man when I was 19. I don't know why I married a white man. I guess it's if you marry the culture you become it--that must have been what I was thinking. He's much older, a doctor at the medical center. After six months of living with him I realized it was continual greed--always wanting more and always taking more than you can possibly use. So I left him. (Female, private university)

This student expressed feelings of alienation from both the Anglo and Chicano campus communities, but found support from the Native American students and from her family.

II. Typology of Cultural Group Membership

Four cultural types were identified among the students surveyed. One group of students is oriented primarily towards the Anglo sector of the campus community. This type of student has at least 2 friends on campus, at least half of whom are Anglo, discusses his/her problems with Anglo friends, and finds these discussions at least somewhat helpful. Another group of students is oriented primarily towards the Chicano sector of the campus community. These students have at least 2 friends on campus, at least half of whom are Chicano, discuss their problems with Chicano friends, and find these discussions at least somewhat helpful. A third group of students was identified as being oriented towards both the Anglo and Chicano sector (bicultural). This group of students has at least 2 friends on campus, one fourth of whom are Chicano and one fourth of whom are Anglo, who discuss their problems with Anglo and Chicano friends, and find these discussions at least somewhat helpful. The fourth type of student has few social ties on campus. Students having fewer than 2 friends on campus are classified as socially isolated.

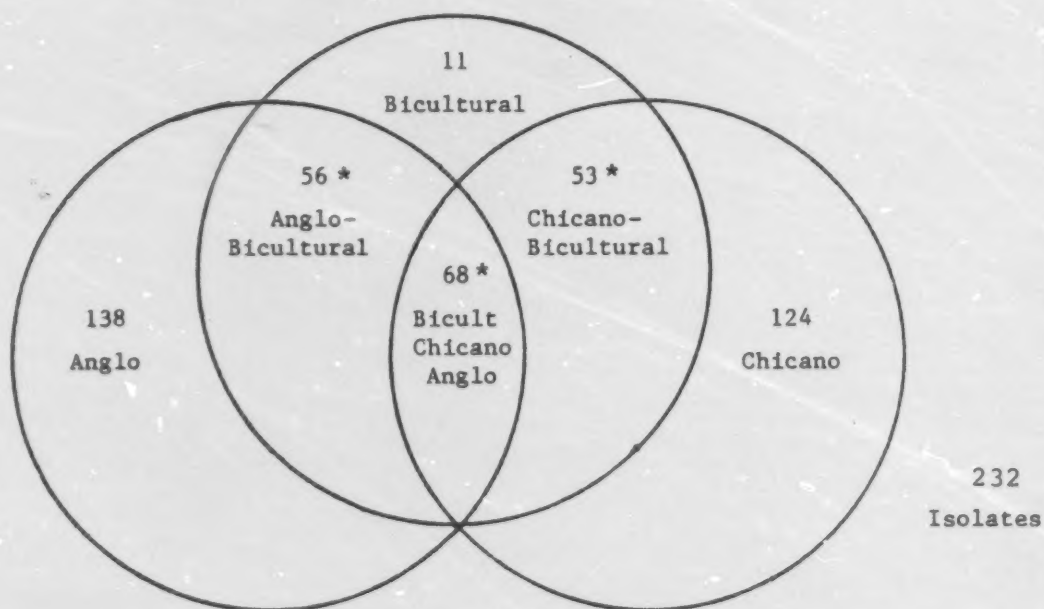
The greatest number of students fall into the campus isolate category. Some 232 students have few social ties on campus (less than 2 friends). One hundred and thirty-eight students are oriented primarily toward the Anglo sector of the campus community. One hundred and twenty-four students are oriented primarily toward the Chicano sector. One hundred and eighty-eight students are oriented toward both the Anglo and Chicano sector, and can be considered bicultural. Of these 188 students, 56 meet the criteria for being oriented toward the Anglo sector also, and another 53 meet the criteria for being oriented toward the Chicano sector. Sixty-eight of the bicultural students meet the criteria for being oriented toward both the Anglo and Chicano sectors. (Due to the manner in which the scale was constructed, it is possible for students to satisfy the criteria for more than one cultural type.) Figure 5 shows the breakdown of students into cultural types.

We found that students with more friends on campus tended to be more aware of and belong to the Chicano community more frequently than students with few or no friends on campus ($\gamma = -.266$). Further, students with more Mexican friends had a greater tendency to belong to the Chicano community on campus ($\gamma = -.571$). Students oriented toward the Chicano community on campus discussed their problems with Chicano friends much more frequently than

students who do not consider themselves part of the Chicano community ($\gamma = 0.248$), and the former seem to find these discussions much more helpful. Students more oriented toward the Chicano sector tend to come from lower SES backgrounds and have more academic problems. Being oriented toward the Chicano sector was positively correlated with use of academic support services at each campus (correlations ranged from .23 to .46). Students oriented toward the Chicano sector also made more frequent use of Chicano-oriented support services than students oriented toward the Anglo sector. Being oriented toward the Anglo sector was not correlated with use of academic support services at any campus except the private university (correlations ranged from $-.09$ to $.20$).

Figure 5

Typology for Cultural Group Membership:
Breakdown of Subjects



*These sections include students who meet the criteria for belonging to more than one cultural group, and who can also be considered bicultural.

III. Informal Support

In order to measure how well students are integrated into the social life of a campus we developed two indices. One measures integration into the informal Chicano campus community, or the informal Chicano sector. The other measures integration into the Anglo campus community, or the informal Anglo sector. Both indices focus on the informal, social contacts that students make on campus. They do not include contacts with formal organizational structure of a school. The Chicano index uses the following variables:

- a) the number of friends on campus;
- b) the proportion of those friends who are Chicano;
- c) the probability of a subject discussing a problem with a Chicano friend;
- d) the helpfulness of Chicano friends in resolving problems.

The Anglo informal index is identical to the Chicano index except that the variables in the index refer to Anglo friends rather than Chicano friends. These indices measure a degree of integration into the social life of a campus. These indices were necessary for hypothesis testing and were explored for relationships with the formal support measures and program progress.

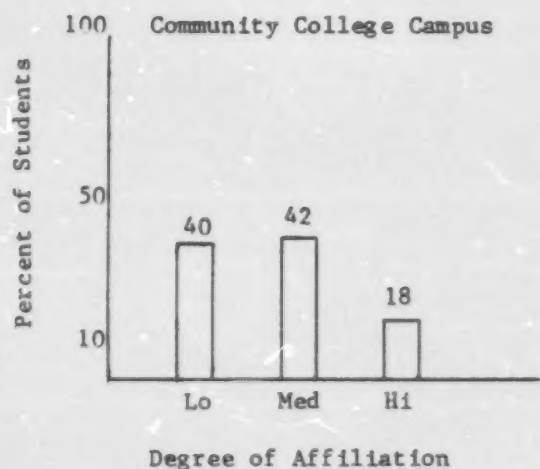
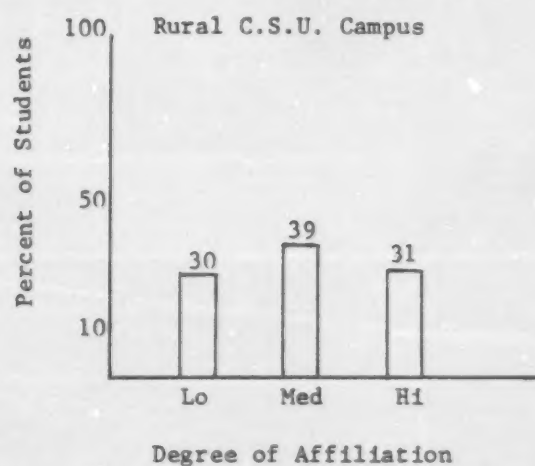
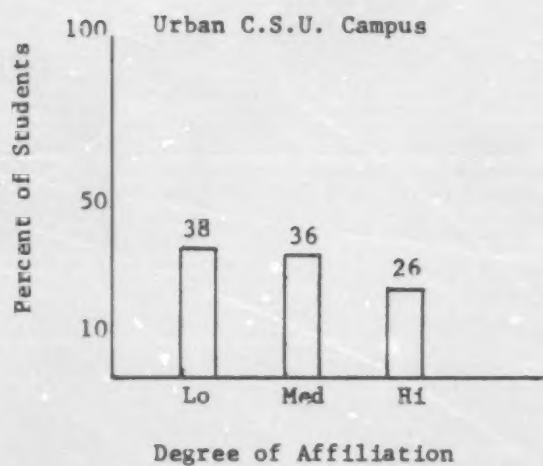
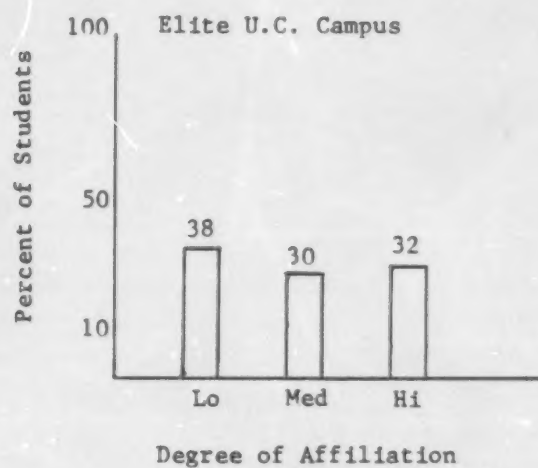
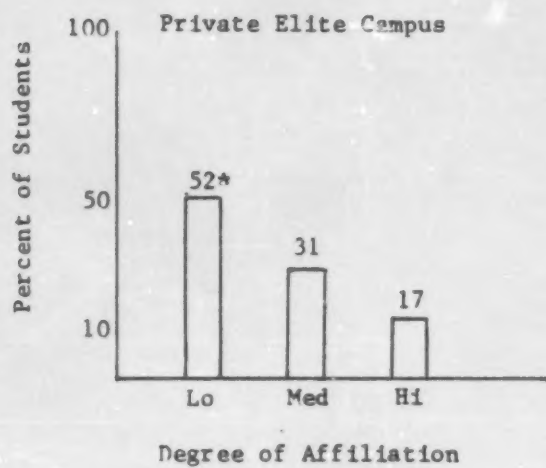
The degree of affiliation with the Chicano community for each campus is shown in the figures on the following page.

IV. Relationships between Informal and Formal Support

When we correlated the measures for integration into the two informal sectors (Chicano and Anglo) with formal support (minority oriented and general), we found that students who were high on the informal integration scale were also high on the formal support scale. This means that a student with a high level of integration into either sector, Anglo or Chicano, is also making more use of the formal support services. Similarly, a student with a low level of informal social integration is making low use of formal support services. In these results we see a "networking" effect by which the informal sector draws students into using the formal support services. Given this situation, it would seem that campus isolates are at an even greater disadvantage than originally supposed.

Those who are highly integrated into the informal Anglo sector have weak or negative relationships with minority oriented formal support. The one excep-

Table 19. Degree of Affiliation with Chicano Sector on Campus



*Numbers above bars are the percent of students in that category.

tion to this was at the community college. people who are highly integrated into the Anglo informal sector there show a much stronger association with minority formal support than with general services.

We also examined the relationship between integration into the informal Chicano or Anglo sector and use of formal academic support services. The results are shown below.

Table 20
Correlates of Use of Academic Support Services:
By Campus

Variable	Correlations of Variables with Academic Support Services				
	Campus				
	P	U-CSU	UC	CC	R-CSU
Chicano Friends	.30**	.24*	.46***	.23*	.24*
Anglo Friends	.27*	.09	-.09	.15	-.04
SES	-.07	.02	-.14	-.15	-.20*
Freedom from Academic Difficulty	-.01	-.04	-.20*	-.11	-.12

* p < .05
** p < .01
*** p < .001

Table 20 shows the correlations between four key variables and use of academic support services at each campus. At all five campuses there is a positive correlation between having Chicano friends and using academic support services. The strongest correlation (.46) is at the U.C. campus. There is also a strong correlation (.30) at the private campus between having Chicano friends and using academic support services. At the community college and the two C.S.U. campuses the correlation is also positive, though not as strong. Thus, the more Chicano friends students have, the greater the likelihood of their using academic support services.

There is a correlation (.20) between having Anglo friends and using academic support services at one campus only. At the private university, the higher the number of Anglo friends, the more likely a student is to use academic sup-

port services.

At the U.C. campus we found a negative correlation (-.20) between freedom from academic difficulty and use of academic support services, indicating that those with fewer academic problems are less likely to use academic support services. There is no correlation between academic performance and use of academic support services at the other schools.

At all campuses, students with a higher proportion of Chicano friends are more likely to use academic support services. At the U.C. campus, students with more academic difficulties are more likely to use academic support services than those with fewer difficulties.

V. Isolation vs. Integration

Because of the networking effect cited in Section III, we decided to examine further the areas of social isolation and integration. Table 21 gives a comparison of average values for a number of key variables (age, domestic work, employment, use of support services, and program progress) for two groups of students: campus isolates, who have fewer than two friends on campus; and socially integrated student who have two or more friends on campus.

Age. At all schools, campus isolates are older than the more socially integrated students. The biggest age difference is found at the urban C.S.U. campus, where the average age of isolates is 2.71 years older than that of integrated students. Although students at the community college are generally older, it is still the case that campus isolates are older than the better integrated students. The relationship between age and isolation also holds at the private university.

Domestic work. With the exception of the urban C.S.U. campus, isolates reported more hours of domestic work than did socially integrated students. The greatest difference is at the rural C.S.U. campus, where isolates reported 5.37 more hours of domestic work than integrated students. At the urban C.S.U. campus, integrated students work 1.55 more hours per week than the campus isolates.

Paid work. Campus isolates reported more hours of paid work at all campuses. The highest number of hours reported is at the community college, where both isolated and integrated students work more than 30 hours per week. The greatest difference between the two groups is also found at the community

Table 21

Relationship of Social Isolation to Age, Hours Domestic Work,
Hours Paid Work, Use of Support Services,
and Program Progress: By Campus

<u>Variables</u>	<u>Campus</u>				
	P	U-CSU	UC	CC	R-CSU
Average age:					
Isolates*	20.73	25.09	21.39	29.61	24.63
Integrated**	19.58	22.38	20.86	28.62	22.73
Average hours of Domestic work:					
Isolates	6.80	14.41	12.26	22.01	16.54
Integrated	5.98	15.98	8.25	20.39	11.17
Average hours of Paid work:					
Isolates	15.00	26.77	16.18	38.97	27.42
Integrated	11.98	23.41	15.10	30.68	22.72
Average use of Support services:					
Isolates	14.73	13.41	15.24	13.30	14.86
Integrated	19.70	16.21	18.13	16.06	18.49
Average score on Program progress scale:					
Isolates	3.86	3.34	3.47	3.05	3.68
Integrated	4.18	3.70	3.83	3.31	3.69

*Isolates are students with fewer than 2 friends on campus.

**Integrated are students with more than 2 friends on campus.

college, where isolates work 8.29 more hours per week than integrated students. At this campus, it is likely that students who work so many hours are evening students who go home right after class.

Use of support services. Campus isolates use support services less than socially integrated students at all campuses. Lowest use is found among isolates at the community college. Again these may be evening students who have less access to support services because they are on campus at night. Highest average use is found among integrated students at the private campus.

Program progress. At all campuses, but the rural C.S.U. campus, socially isolated students have lower average program progress scores than integrated students. Campus isolates at the community college have the lowest average program progress scores, while socially integrated students at the private university have the highest averages.

Integration and multivariate analysis. In the analysis just described, social integration is a favorable predictor of program progress, as originally hypothesized. However, this analysis also reveals that integration is related to other predictors of program progress such as hours of work, both domestic and paid. Furthermore, isolation is more characteristic of the community college where program progress is the lowest. This raises the question: Does social integration have an effect on program progress that is independent of college context and the other predictors?

In a series of regressions and path analysis, the following findings emerged: overall, integration is not an independent predictor of program progress once variables such as hours of work, freedom from academic difficulty, and domestic labor are taken into account. Integration is typically a by-product of the campus one attends and the hours one spends on campus. The only exception to this finding is the path analysis for the urban C.S.U. campus. On this campus, integration did have a direct effect on program progress. This is particularly interesting because this campus has a relatively low average level of integration and, along with the community college, a pattern of students hurrying home after class, particularly in the evening.

This is not to say that integration was an unimportant variable in the study. Its importance probably lies in the networking effect; integration makes it more likely that the student with academic problems will make use of academic support services. For the student who identifies with Chicanos as a reference group, integration in the informal Chicano sector is particularly

important in the use of academic support services.

Summary. Isolated students tend to be older, have greater hours of domestic responsibilities, work more hours per week, make less use of support services, and make lower progress toward the completion of their educational goals.

Integrated students are at an advantage in all respects. They tend to be younger, have fewer hours of paid or unpaid work commitments, make higher use of support services, and have higher program progress scores.

The two comments below reflect the experiences of students who are not well integrated into the informal social life of a campus. Both age and off-campus residence are cited as factors leading to isolation:

I am a transfer student in my second year in college. I live off campus; as a result I haven't made any friends, and I live away from home. This year I am alone most of the time. It should be easier to study but I am depressed most of the time, so it's hard to keep my mind on studying. (Female, urban C.S.U.)

My college experiences have been positive. Returning to school is the best thing I've ever done. My main problem is not knowing where to go for help when I have a problem or feeling that I should be able to handle it by myself, so I struggle alone. I wish more older people were going to college—it's lonely sometimes, feeling old because you're so much older than your classmates. (Female, rural C.S.U.)

VI. Generational Differences

The results of the pilot study at Stanford suggested that identification with the Chicano community might be linked to SES and to closeness to one's Mexican cultural heritage. Therefore, we collected data on the birthplace of students and parents. These data are displayed in Table 22.

The students surveyed varied on the length of time they and their families have resided in the United States. Approximately 12% of the students were born in Mexico and have parents who were also born in Mexico. Fifteen percent of the sample were born in the United States but have parents who were born in Mexico. Approximately 23% of the student were born in the United States and have one parent who was born in Mexico. The majority of students, 45%, are second generation U.S. citizens.

A possible explanation for the few foreign born students is that we included Mexican born students in our sample only if they had been in the U.S.

Table 22
Distribution of Students According to
Number of Generations in the United States

<u>Generations</u>	<u>N</u>	<u>%</u>
Foreign born student		
Both parents born in Mexico	77	11.9
Student born in U.S.		
Both parents born in Mexico (first generation)	99	15.3
Student born in U.S.		
One parent born in Mexico	147	22.7
Student born in U.S.		
Both parents born in U.S. (second generation)	290	44.8

at least five years. Another possibility is that fewer recent immigrants are enrolled in college level programs.

We then examined generational distribution by campus. (See Table 23 for data.) The private campus has the highest proportion (60%) of second generation students. Slightly over half the U.C. sample are second generation students. At the community college exactly half the sample is second generation. The two C.S.U. campuses are similar in their proportion of second generation students, with 45% at the rural campus and 43% at the urban campus.

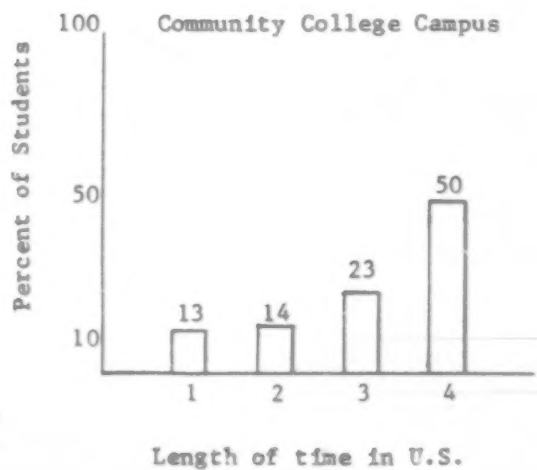
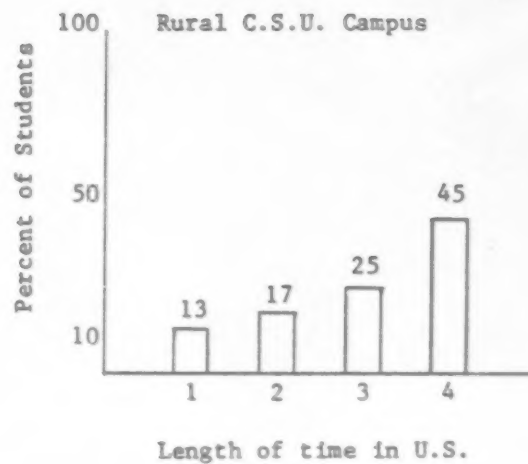
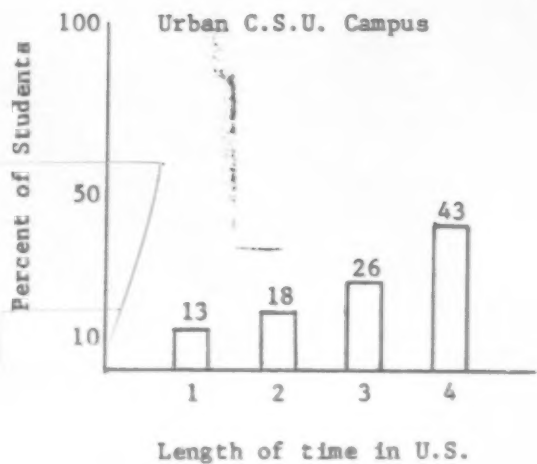
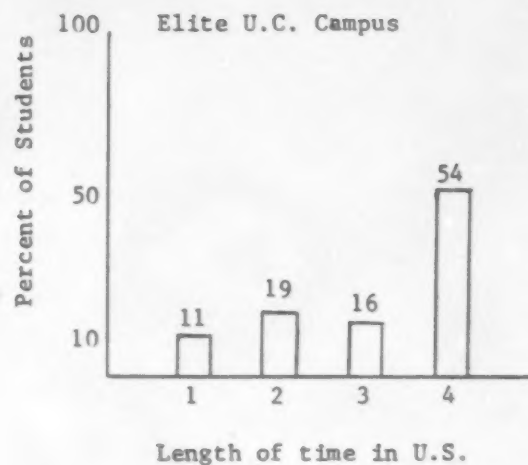
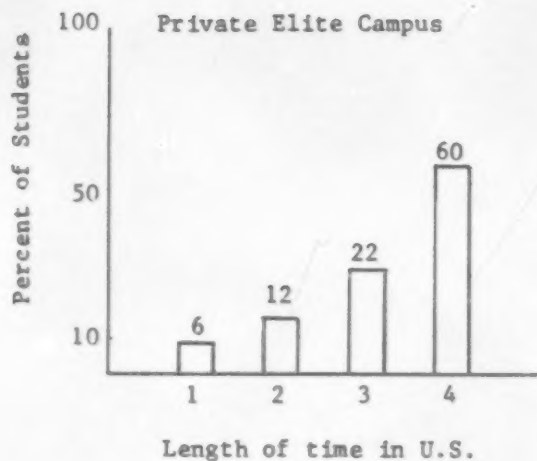
If we combine the second and third categories to form one first generation group, the campus distribution is as follows: 44% at the urban C.S.U. campus; 42% at the rural C.S.U. campus; 37% at the community college; 35% at the U.C. campus; and 34% at the private university.

The highest proportion of foreign born students per campus is 13% and is found at the community college and the two C.S.U. colleges. Eleven percent of the U.C. sample is foreign born. The private campus has the lowest proportion (6%) of students who were born in Mexico.

Intercorrelations between generational status and other variables. In examining the relationship between immigration status and other important factors, we isolated differences in socioeconomic status, attitudes toward exogamy, and skills in English and Spanish.

There is a very strong correlation between generational status and SES. Thus, students who have lived in the U.S. longer, and whose families have lived

Table 23. Length of Family Residence in U.S.



- 1 = Student born in Mexico & parents born in Mexico
- 2 = Student born in U.S. & parents born in Mexico
- 3 = Student born in U.S. & one parent born in U.S.
- 4 = Student born in U.S. & both parents born in U.S.

Table 24

Correlation of Number of Generations in U.S. with
SES, Reference Group measure, and Language Variables

<u>Variable</u>	<u>Correlation*</u>
SES	.501***
Chicano reference group	-.195**
Spanish as home language	-.486**
English fluency	.211**
English writing skill	.205**
Understands Spanish	-.473*
Spanish fluency	-.505**
Spanish writing skill	-.390**
English tutorial	-.167**
Writing tutorial	-.142**
ESL tutorial	-.509***
Reading tutorial	-.185**

*Correlation with number of generations in U.S.

** p < .01

*** p < .001

here longer, come from families with a higher socio-economic status. Students whose families have been in the U.S. longer have less traditional attitudes about marriage and relationships; second generation Chicanos are less likely to feel they should marry within their own culture than recent immigrants.

Second generation Chicanos are more likely to come from homes in which English is the dominant language than are first generation Chicanos or recent immigrants. Second generation Chicanos feel they have better communication skills in English (speaking, understanding, reading, writing) than do first generation Chicanos or recent immigrants. Recent immigrants feel they have better communication skills in Spanish (speaking, understanding, reading, writing) than do first and second generation Chicanos. Recent immigrants are more likely to have taken English-as-a-Second-Language classes, basic math tutorials, and reading skills tutorials in school than are first and second generation students. Immigration status is not correlated with students' program progress or academic performance despite language problems experienced

by more recent immigrants.

Discussion. Second generation, higher SES students are actually losing Spanish language abilities at a faster rate than lower SES, recent immigrants are acquiring English language skills. Many of these low SES, recent immigrants or first generation students are entering college with English language problems that were not remediated at the primary or secondary level.

The strong negative correlation between generational status and the Chicano reference group measure indicates that students who have been in the U.S. longer are likely to have fewer Chicano friends on campus. These same students are less likely to think it is important to marry within the group and are less likely to feel they are a member of the Chicano community on campus.

These findings on generational differences contradict the popular belief that Mexican origin people resist entering the American melting pot and that they cling to the Spanish language. Fluency in English and non-ethnic affiliation seem to be largely a function of birthplace, socio-economic status, and length of time one has lived in the United States. We see here a picture of assimilation and upward mobility, the same processes that characterize so many American ethnic groups.

CHAPTER SEVEN: SUMMARY OF RESULTS

I. Campus Differences. There was great diversity in age, outside commitments, socioeconomic status and English and Spanish language proficiency. As expected, the greatest contrasts were found between the private university and community college student populations.

Students at the private university were most "traditional" in many respects. With a median age of 19.7 years they were the youngest group in the sample. The majority were in the 17 to 22 year age range. Ninety nine percent were single and 83% lived in campus dorms. Nearly 60% were employed part time, primarily on campus and often through the Work Study Program. Students at this campus had the lowest weekly average hours of employment (7.27) and domestic responsibilities (4.37) and the highest socioeconomic status. Even so, this status was not especially high, nor were these the children of major professionals. Rather, their parents tended to be minor professionals with a high school education or less. The average years of schooling were 12.4 years for fathers and 11.2 years for mothers. Students were likely to come from homes in which English is the dominant language.

Nearly 90% of private university students had a high school grade point average in the A- to A+ range. More than half considered their high school preparation average and nearly one fourth (23%) considered it poor. Greatest sources of stress on this campus were academic in nature. Most frequently cited areas of stress were being in a competitive place, feeling unprepared for college coursework, and feeling a loss of self confidence.

Private university students had the highest average scores on the freedom from academic difficulty scale and were also highest on the program progress scale. Full time enrollment is required at this campus. Students rely heavily on grants to meet their educational expenses.

Students at the community college were at the opposite extreme in most respects. They were primarily workers and part time students. Eighty percent were employed and 60% worked forty hours or more per week. According to campus officials, approximately 60% of the total student population is enrolled in night classes. Fifty percent of our own sample were enrolled in fewer than six units of coursework, and only 26% were taking 12 units or more. Students at the community college were the oldest in the sample and had an average age of 29.2 years. The age range was 18 to 62 years. Women were significantly older than men on this campus.

This campus had the highest proportion (44%) of students who were currently married. Community college students had the highest average hours of employment (29.6 hours per week, primarily off campus). Ninety four percent receive no aid from loans, 86% receive no aid from grants and 77% receive no financial help from parents. Women at this campus reported the highest average hours of domestic work per week (22.25). Students tend to live with their spouse or family.

Community college students had the lowest scores on the socioeconomic scale. Fathers have an average of 6.9 years of education and mothers have 7.4 years. The dominant language in the parental home tended to be Spanish.

The high school G.P.A.'s of more than half the students were in the C+ to B- range. A very high proportion (41%) of students considered their high school preparation poor and 46% considered it average. Community college students were experiencing more academic difficulties than students at any of the other schools and they were making the slowest progress toward the completion of a program or degree.

Students at the other three campuses fell midway between these two extremes on most variables. UC students were similar to those at the private university in age (21.01 average), socioeconomic status, hours of employment (7.87), hours of unpaid domestic work (7.54), freedom from academic difficulty and program progress.

The average age of students at both Cal State campuses was approximately 23 years. The rural Cal State students tended to devote fewer hours to both unpaid domestic work and employment; they came from a lower socioeconomic status, had greater freedom from academic difficulty and were making better program progress. Despite the fact that they come from an SES background that was almost the same as that of community college students, they had less academic

difficulty. They were making progress comparable to that of the more selective UC campus.

The urban Cal State University campus contained many students who had heavy work and domestic obligations.

II. Male/Female Differences. We identified differences between men and women in three areas:

Domestic Work. The most important difference was in the area of unpaid domestic work, which includes activities such as childcare, household chores, taking care of elderly relatives, and other domestic duties. Women, especially those who are married, divorced or separated, report many more hours of domestic responsibilities than males with the same marital status. Women with children report especially heavy obligations. The average of 31.5 hours per week for this subgroup was nearly twice that of men with children, who report an impressive 16.8 hours per week of domestic work.

For women, the combined hours of outside employment and domestic work averaged 26.55 hours per week. The combined mean ranged from 11.55 hours at the private campus to 48.31 hours at the community college. This combination represents one of the most powerful factors affecting program progress for women. Domestic work does not have a negative effect on the progress of men.

Women with many hours of domestic work report greater stress in regard to time management. Domestic work may thus have an indirect as well as a direct effect on progress in that there is less time not only for coursework, but for friendships, and hence for informal social integration and support.

Women with high domestic hours have a lower academic self-concept, primarily in the area of English language competence. This is not true of women who have many hours of paid work. Women with many hours of domestic responsibilities generally do not reduce their courseload in proportion to the number of hours spent on domestic work, whereas women who are employed many hours do tend to reduce their courseload accordingly.

Parental Support. On the whole, parental support for the educational goals of students was high for both sexes, but men were significantly more likely than women to report that their parents were very supportive. Differential support for sons and daughters was even more characteristic of mothers than fathers. Parental opposition was very low, but women were more likely than men to report that their parents were slightly or strongly opposed to

their educational goals.

Stress. Women reported higher stress in all areas and were significantly more likely to feel stress at not being prepared academically and at not having enough money. Most other frequent sources of stress were related to academic issues: being in a competitive place, feeling a loss of self-confidence, and speaking up in class. Not being able to help out the family was another high source of stress, especially for women.

Women's Support Services. In examining the utilization of formal support services, we found that fewer than 9 of the sample at any one campus was making use of services such as women's centers and re-entry programs.

On the whole there were fewer gender related differences than anticipated. Other results reflect similar findings for both sexes unless otherwise stated.

III.. Campus Factors. There were several campus factors of critical importance. The first was type of campus attended. Even when all other predictors were statistically controlled, there was a persistent favorable effect on program progress of attending the private university and a persistently unfavorable effect of attending the community college. This difference was interpreted as partly due to the differences in the ways these two campuses structured student programs. The private university did not allow less than full time attendance. In contrast, the community college permitted students to attend for many years, taking only a few courses each semester; there was no requirement of reasonable progress toward completion.

The second campus factor was the most powerful predictor isolated in the study: freedom from academic difficulty. Those students who came from lower social class backgrounds tended to report persistent deficiency in reading and writing English. These deficiencies were highly correlated with a lower high school and college G.P.A. and academic probation. Students with this pattern of academic difficulty are markedly less likely to be showing good program progress on each of the campuses studied. Socioeconomic status acted primarily to affect this area and did not have an important direct impact on program progress. Since most of the students were born in this country, it is apparent that the public schools were not effective in remediating these problems prior to college entrance.

Integration of the student within the campus was not as powerful a factor in affecting program progress as we had hypothesized. It tended to be more characteristic of higher socioeconomic status students with less academic difficulty, and those students who did not have to work so many hours. It turned out to be an independent predictor of program progress at the urban Cal State University campus.

However, having friends on campus was critical to the utilization of academic support services. In examining the effects of informal support we contrasted socially integrated students with campus isolates. The former have two or more friends on campus with whom they discuss problems (of any kind), and they rate these discussions as helpful. Campus isolates have fewer than two friends on campus for this kind of informal support.

We found a networking effect by which the informal sector draws students into using the formal support services. Students who are socially integrated into either the Chicano or Anglo sector are making greater use of formal support services.

Students whose friendships are in the Chicano sector are more likely to use formal academic support services.

Campus isolates tend to be older and to devote more hours to employment and to domestic work. They make less use of formal support services and they had lower average program progress scores.

The informal sector appears to be a double source of support in that it provides companionship in a potentially alien environment and also encourages the utilization of formal services which can play a vital role in survival.

Outreach efforts appear successful in that those most in need of formal academic support services are the ones making greatest use of such services. Students who see themselves as having weak skills are seeking help and receiving it. In general, students rated both minority oriented and general support services to be in the "somewhat helpful" range.

On the whole, membership in campus organizations was low; 60% belong to no organization at all, 15% belong to Chicano organizations only, 16% belong to general organizations only, and 10% belong to at least one of each.

Membership in a Chicano organization was positively related to taking ethnic studies courses.

IV. Instructor Evaluation and Student Effort We conducted a separate study on the effects of instructor evaluation of written work on student effort. This study included all students in our sample who thought graduation was important and who reported at least minimal academic competence.

Students who considered the instructor evaluations sound exerted more effort as a result of teacher evaluation of their work. Students who turned in more work to be graded by instructors exerted more effort as a result of their evaluations and also thought instructor evaluations were more soundly based.

Visibility of student work and perceived soundness of evaluations appear to function together to affect student self-assessment of competence. Enhanced self assessment of competence in turn has a favorable influence on effort.

In our study the student with low self assessment of academic competence exerted less effort rather than more. The personal costs involved in the downward spiral of low self assessment, poor feedback and discouragement often include anxiety, frustration and physiological stress, which further decrease effort. This situation may signal the beginning of failure and dropout.

V. The Chicano Reference Group Index. The Chicano reference group index was an attitudinal scale based on preferred ethnic self identification term, a sense of belonging to the Chicano campus community, the importance of dating or marrying within the Chicano ethnic group, a self assessment of appearance as "Mexican", and a commitment to make life better for the Chicano community.

The rural Cal State campus had the highest average scores on this scale and therefore the strongest affiliation with the Chicano reference group. It was also the only campus where individual subjects attained the highest possible score. The UC campus had the second highest average scores. Lowest average scores were at the private university.

Low reference group affiliation is linked with higher socioeconomic status and a greater proportion of Anglo friends.

High scores on the reference group scale are related to lower socioeconomic status, more academic problems, and greater likelihood of reporting academic,

social and financial stress. Students who scored high on the scale were much more likely to participate in the the informal, social life of the Chicano campus community, to belong to Chicano organizations, and to make use of formal Chicano support services.

VI. Generational Differences. There were three generational groupings in our sample. Twelve percent were immigrants, with the student and both parents born in Mexico; 38% were first generation, with the student born in the United States and one (23%) or both (15%) parents born in Mexico; 45% were second generation, with the student and both parents born in the United States.

Sixty Percent of the students at the private university and 54% of the UC sample were second generation. The lowest proportion of second generation students was found at each of the two Cal State campuses. The largest proportion of immigrant status students was 13.4% at each Cal State campus. On the whole, the immigrant group was small, possibly because foreign born students had to have lived in this country for a minimum of five years to enter the sample.

Immigrants generally had better verbal communication skills in Spanish and were more likely to have taken English as a Second Language, basic math tutorials and English reading tutorials. They were more likely to be of a lower socioeconomic status.

Second generation students were more likely to come from homes in which English is the dominant language and to have better communication skills in English. They were less likely to be affiliated with the Chicano community and were more likely to be willing to date or marry outside their own ethnic group.

Spanish language fluency is declining rapidly among the student population, especially among second generation students. English language competency is not increasing as rapidly among students who are immigrants or first generation. Many of these students are entering college with English language difficulties that were not corrected at the secondary level or earlier.

Immigration status was not correlated with program progress or to academic performance in spite of language problems experienced by the more recent immigrants.

CONCLUSIONS AND RECOMMENDATIONS

Generally speaking, what did we find out about Chicanas and Chicanos, and about what was happening to them in higher education? As a group, they do not fit the stereotype often attached to this ethnic minority, nor do most fit the stereotype of the conventional college student. This is a group of Americans who are trying to move upward educationally and economically in comparison to their parents. Some come from homes where there is little formal education and where Spanish is the only language spoken. Many are over 21 years of age and are attending community college or state university campuses. Others come from more middle class, English-speaking homes and tend to be more conventional college age students with high occupational aspirations and few serious academic problems. The more middle class student is more likely to be attending the more prestigious campuses in the sample.

Aside from their ambitions to gain more education and hold better jobs than their parents, and aside from the problems of inadequate financial support that most of them experience, the sample is heterogeneous on almost every dimension. Students vary widely in age, responsibilities for jobs and domestic roles, in academic skills, and in the amount of progress they are making toward timely completion of their programs. Because of this variation, it is most unwise to make unqualified generalizations; it is not even advisable to talk about Chicanos in higher education as "they."

Then what are some of the important patterns we see for sub-groups, especially for sub-groups with different probabilities of completing their program? Many are working over 30 hours a week while attending school. Working more than 20 hours per week has a definite negative effect on one's academic progress. Particularly for the older student from a poorer family, the necessity to earn money to meet living expenses has a strong detrimental effect on chances of completing a program. Many students, who work 40 hours a week, are taking only a few units of credit at a time. Their chances of finishing their program in any reasonable length of time are poor.

A second sub-group are the women who put in many hours a week of domestic labor. Having so many responsibilities at home has a sharp negative impact on academic performance and on program progress. Although domestic responsibility is clearly correlated with marriage and children, there are not very many married students in the sample; many single women have significant responsibilities

at home. Because they are unlikely to live on campus, the most common pattern is to live with the family if they are younger or to live with their spouse if they are older.

A third important group consists of those students who are experiencing academic difficulties. On most of the campuses, almost a quarter of the sample has been on academic probation. Academic difficulties are closely related to self-report of difficulties in reading and writing English. Students who experience difficulties are much more likely to be from poorly educated families and are more likely to be first generation Americans, who experienced Spanish as a home language or a mixture of English and Spanish. Evidently, many of the sample who were educated in this country, have not been helped to master the English language by the public schools. These lingering difficulties are causing serious problems as students make their way through college. Although it is true that those with academic difficulties tend to be older and to have more domestic responsibilities, the negative effects of these factors are independent. This means that those with academic difficulties show slower progress, regardless of the number of hours of paid or domestic work or age.

The college a student attends makes a dramatic difference for the likelihood of completing one's program. Holding constant all the socio-economic and academic differences among the students at different campuses, those attending the private university are making much better progress, while those attending the community college are making much slower progress. This latter finding is particularly important given that 85% of all Chicanos who attend institutions of higher education in California, do so at the community college level. As a group, the community college students tend to have more academic difficulties, to be older, to be working more hours, and to have heavier domestic burdens. Even taking all these factors into account, there is still a negative effect of attending the community college. The community college students report the lowest use of support services, the fewest friends on campus, and the least amount of financial support from the school. The average number of units taken is only six, often representing only one course per semester taken in the evening. At the community college we studied, there is, at the present time, no structure designed to prevent the student from continuing a pattern of partial commitment to higher education indefinitely. However, the levels of educational and occupational aspirations of these part-time students are very high and are inconsistent with their snail-like progress through school.

What did we find out about the support services, some of which are carefully designed to assist minority students? Overall, those with academic difficulty are indeed the students likely to use academic support services. Although we cannot tell from a cross-sectional survey what happens as a result of using these services, the students report them to be helpful; on at least two campuses use of academic support services predicts more effort in turning in assignments on time, doing homework, and completing the assigned reading before class. The minority-oriented services are very important for those Chicanos who are immigrant or first generation students, and who come from poorer, less educated families. This is the sub-group who has a stronger ethnic identification and who is taking advantage of ethnic studies and minority-oriented support services. In many ways, this is the most upward mobile group and is therefore more likely to be alienated by the college climate. Undoubtedly minority staff, faculty and minority-oriented services play a critical role in preventing these stresses from overwhelming the student.

Finally, what is the role of informal social life, of having friends on campus? The more isolated a student is on campus, the less likely is s/he to make use of support services. This means that the way that students discover sources of much-needed help is through an informal network of friends who share information and support. Some of the campuses are large and impersonal, and almost all of their students are commuters. Lack of social integration had a detrimental effect on program progress at the urban state university campus. On other campuses, this failure to foster more informal social interaction and support creates difficulty in connecting the support services with the students who need them.

Recommendations

The recommendations below have been discussed and developed in cooperation with the study's advisory board. Because some advisory board members carry major responsibility for administration and support of minority students at their respective campuses, we have been able to develop recommendations that are hopefully both practical and powerful.

The recommendations are presented in clusters, parallel to the preceding discussion: recruitment, finances, women and domestic labor, instruction and advisement, and support services. The final section is on the community college.

Recruitment. Any list of recommendations must include a reminder of the importance of vigorous recruitment of Chicanos to institutions of higher education. They are woefully underrepresented in comparison to their numbers in the population in a state like California. As of 1978, women of any Hispanic background were still less well represented than male Hispanics at community colleges, in the state university system and at the University of California campuses. Programs that reach into the high school and find young women who meet campus standards, but who are not planning on attending college immediately, are especially important. Attendance at college and completion of educational goals is much easier for the younger woman than for those who are somewhat older and have heavy outside commitments.

Finances. There is a desperate need for financial aid. Only 7% of the sample were fully supported by their parents; and 48% received no financial aid at all from their families. Between 35% and 40% do not receive grants and loans. With the decline in federal funding it is imperative that colleges seek new outside support for minority students. Financial aid could reduce the number of hours of paid work, allowing students to complete their programs in a more reasonable period of time.

Women and domestic labor. The woman with heavy domestic burdens is evidently in distress and is in need of special assistance. Only nine women reported using women's re-entry programs that are generally designed to deal with such problems. Women's programs should reach out to the minority student who may be a little younger than their typical client, but who is nonetheless "re-entry." The staffing and approach of such programs must be examined for their appeal to minority students. Programs should integrate peer support while showing the student how to make the best use of other campus support services. For example, special orientation courses for re-entry women have been very successful in providing peer support for solutions to practical problems as well as sound academic advice.

Instruction and advisement. The student with academic difficulties is in special need of more frequent evaluation of work by instructors as well as more specific feedback about how work can be improved. Gonzalez' work has documented how this kind of evaluation will improve student effort. Otherwise, the student's lack of confidence in academic skills acts to undermine effort, and we see the beginning of a spiral downward to dropout. Academic evaluations are weaker on the two campuses with the quarter system. These campuses should re-examine how

the quarter system aggravates the effect of infrequent and non-specific evaluations. In addition to encouraging faculty to provide better, more directive evaluations through professional development, counseling services could train students to be effective in seeking more specific and detailed evaluations from their instructors.

Students who enter the college with lingering language difficulties need special advisement. They should be encouraged to take coursework and remediation in as intensive a manner as possible, so that these problems do not continue to plague the student's career. In order to accomplish this goal, each campus must be sure that all students are receiving honest evaluation of their problems and clear advice on what might be done about them. Advisement would be strengthened by more faculty and professional staff participation. Emphasis should be placed on informing students of available financial aid early in their careers when they require intensive coursework. Stronger career and academic advisement is in order. The problem of advisement is closely connected with the problem of orientation. On large urban campuses, as many as 7,000 students may begin their programs annually. Bringing in students in somewhat smaller groups over the summer for advice and orientation regarding helpful courses and programs represents one solution to this problem. "Summer bridge" programs, special orientations for transfer students, and programs of peer advisement and peer tutoring represent other solutions for such problems. On the smaller campus, it may be possible to centralize efforts in such a way that each student receives effective advising.

Support services. Support services are vital to the educational survival of financially needy students and students with academic difficulties. There are special problems in meeting the needs of minority students who feel socially and culturally different as a small minority on campus. At the present time, some of these needs are being met by minority-oriented support programs, such as EOP and by the employment of minority staff in more general support services such as counseling and financial aid. Even more middle class Chicanas and Chicanos report the need for ethnic oriented services. Many of these students feel "lost between two cultures" and marginal to both; they seek assistance in regaining their Chicano cultural heritage. In the present period, colleges are experiencing a decline in outside sources of support for special services oriented to the needs of minorities. It is then especially important that all general programs serve the entire community; staffing should reflect ethnic di-

iversity in the student population. Institutions must avoid appointing and isolating only one ethnic representative in each program and expecting that person to deal with all the problems of that ethnic group. Whatever adjustments have to be made, it seems critical to carry on outreach and support services (whether they are specialized or centralized). Most important is the commitment of college decision-makers to meet the needs of such students.

Institutions with a high proportion of night students should ensure that support services are available during the evening hours. Otherwise, the student who has a job during the day has almost no access to support.

Support services can foster social interaction that helps to integrate the commuting student into the campus. It is these informal social networks that serve to inform students of services and to persuade them to make use of the available help. There are a number of strategies that campuses have used to foster such social interaction. These include special orientation programs and courses, peer study groups, peer advisement, ethnic studies, and extra curricular activities.

The community college. Because the majority of Chicanos in higher education are located in the community college, the structural problems of this institution become critical. At the present time this institution is not well suited to meeting the needs of students from a low socio-economic background, who aspire to a B.A. degree. Their progress through the college is much too slow; they take too many courses that are not transferable; they may go on for years without making significant progress in remediating underlying academic difficulties. These colleges need to reexamine their transfer function. If they see preparing transfer students as an important function, then efforts will have to be redirected toward this goal. Otherwise, high school counselors should advise students, especially those wishing to complete a B.A. or an advanced degree, that community colleges do not provide a positive academic environment.

Students who have aspirations to transfer to a four-year college require special treatment. They would benefit from early diagnosis of their academic problems and from continuous counseling as to the consequences of such slow progress in their program. Students, who are working many hours per week, need an alternative way to meet minimal living expenses. They may also need more social support for making education the highest priority in their lives. The present structure has all the aspects of a vicious circle. The student who is working

many hours and making slight progress has the least access to support services that in turn might help him/her to reorder priorities. Likewise, the student who is experiencing academic difficulties at this institution may not be receiving the counseling and reinforcement necessary to make the commitment to overcome these difficulties. A constructive solution for this problem might be the creation of programs that separate out the transfer students to form a cadre of high aspiring peers along with assuring access to support services. At the present time it is much too easy to go on taking very few units per semester and much too easy to drop out. By making the community college so accessible to the general public, we have unwittingly created an institution with very poor holding power for the potential transfer student.

Implementation of These Recommendations

In an effort to insure that the findings from each of the campuses in this study are translated into action, it is our recommendation that task forces be set up at each campus. The purpose of each task forces is to evaluate the effectiveness of existing services and programs in light of the findings on various needs of students. Every effort should be made to insure that each task force be comprised of representatives from faculty, staff and student segments. The ethnic composition of the task force should be diversified. There is no way that isolated ethnic groups can undertake to solve the basic problems outlined in these results.

As the needs of Chicanos are identified, the issue will arise: aren't these also the problems of many other students on each campus? The answer to this question should certainly receive careful consideration. The composition of college populations has undergone great change in recent years. In many ways, this study reflects the need to modify structures that were developed for a traditional college population in order to accomodate today's changing student body.

NOTES

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2. Western Interstate Commission for Higher Education, Representation of Minorities in Higher Education in the West (Boulder, Colorado, January 1980) p. 1.
3. U.S. Bureau of the Census, Table 7, p. 24.
4. U.S. Bureau of the Census, Table 10, p. 29.
5. U.S. Bureau of the Census, Table K, p. 10.
6. U.S. Bureau of the Census, Table 12, p. 31.
7. U.S. Bureau of the Census, The Social and Economic Status of the Black Population in the United States: An Historical View, 1790-1978, Current Population Reports, Special Studies, Series P-23, No. 80, Table 133, p. 189.
8. U.S. Bureau of the Census (Series P-20, No. 354), Table 10, p. 29.
9. U.S. Bureau of the Census (Series P-20, No. 80), Table 154, p. 209.
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11. "Colleges Urged to Alter Tests, Grading for Benefit of Minority-Group Students" (report on study by Ford Foundation Commission), Chronicle of Higher Education, February 3, 1982, Vol. XXIII, No. 21, p. 10.
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CHICANAS IN POSTSECONDARY EDUCATION

Supported by a grant from the Ford Foundation



Center for Research on Women
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Elizabeth G. Cohen, Ph.D.

* The questionnaire was designed with complete indices in mind; we therefore recommend against the borrowing of individual items.

We appreciate your help in completing this questionnaire. Please take about forty minutes alone in a quiet room to fill it out. Do not discuss the questions with anyone else until after you have completed the questionnaire. We would like you to express your own experiences and opinions.

In all the questions that follow, either circle the appropriate response or use the line provided to complete your answer. Be careful to circle only one item, unless you are instructed to select more than one. Disregard the boxes on the bottom; they are for coding purposes only.

CULTURAL BACKGROUND

1. What terms do you and your family use to describe your ethnic origins? (Circle number of one choice in each column)

(If married)

FATHER	MOTHER	SELF	SPOUSE	ETHNIC TERM
1	1	1	1	AMERICAN OF MEXICAN DESCENT
2	2	2	2	MEXICANO/A OR MEXICAN
3	3	3	3	MEXICAN-AMERICAN
4	4	4	4	CHICANO/A
5	5	5	5	RAZA
6	6	6	6	LATINO/A
7	7	7	7	HISPANIC
8	8	8	8	SPANISH
9	9	9	9	ANGLO
10	10	10	10	OTHER (specify)

2. Your place of birth _____ STATE or _____
FOREIGN COUNTRY

IF BORN IN U.S.,
SKIP NEXT QUESTION.

1. (If not born in U.S.)
How long have you been in this country? _____ YEARS

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4. Father's place of birth: _____ STATE or
FOREIGN COUNTRY
5. Is your father of Mexican/partial-Mexican descent? (Circle number)
- 1 NO
2 YES
6. Mother's place of birth: _____ STATE or
FOREIGN COUNTRY
7. Is your mother of Mexican/partial-Mexican descent? (Circle number)
- 1 NO
2 YES

You may have noticed that this study is on Chicanos. If you are not of Mexican ancestry, you may not wish to complete this questionnaire. We would, however, like you to return this questionnaire in the envelope provided, with questions 1 through 8 completed. This will mean you will not be bothered by our staff who will try to contact people who have not returned their questionnaire. Thank you very much for your cooperation.

The choice of ethnic terminology can be both a personal and political decision. We realize that no one ethnic term satisfies everyone, but because of the need for consistency here, the following questions use one term for persons of Mexican descent. The ethnic term we have chosen to use throughout the rest of this questionnaire is "Chicana" for females and "Chicano" for males. "Chicanos" is the general term for men and women.

PERSONAL INFORMATION

8. Your sex. (Circle number of your answer)
- 1 MALE
2 FEMALE
9. Your present age: _____ YEARS

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15-16	17	18-19	20	21	22-23

10. Your present marital status. (Circle number)

- 1 NEVER MARRIED
- 2 ENGAGED
- 3 MARRIED (living with spouse)
- 4 MARRIED, SEPARATED (not living with spouse)
- 5 DIVORCED or WIDOWED

11. How much education does your father have? _____ YEARS

12. How much education does your mother have? _____ YEARS

13. (If married)
How much education does your spouse have? _____ YEARS

14. Describe the job (trabajo) of these persons. (If he or she is deceased do not answer.)

FATHER'S JOB: _____

HIS DUTIES ARE: _____

MOTHER'S JOB: _____

HER DUTIES ARE: _____

(If married)
SPOUSE'S JOB: _____

HIS/HER DUTIES ARE: _____

15. In what kind of neighborhood did you grow up?
(Circle number)

- 1 MAINLY PEOPLE OF MEXICAN DESCENT
- 2 MAINLY ANGLO
- 3 RACIALLY AND CULTURALLY MIXED NEIGHBORHOOD
- 4 OTHER (specify) _____

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16. In what kind of area did you receive your early education (grades 1-3)? (Circle number)

- 1 RURAL AREA
- 2 SMALL TOWN
- 3 SMALL TO MEDIUM CITY
(POPULATION 50,000 - 99,999)
- 4 SUBURB TO A LARGE CITY
- 5 LARGE CITY
(POPULATION 1,000,000 OR MORE)

17. What language or combination of languages was spoken in your home when you were growing up? (Circle one number)

- 1 ENGLISH ONLY
- 2 MOSTLY ENGLISH
- 3 SOME ENGLISH & SOME SPANISH
- 4 MOSTLY SPANISH
- 5 SPANISH ONLY
- 6 FULLY BILINGUAL, EQUAL USE OF
AND EASE IN BOTH

ACADEMIC HISTORY

18. Please list the name of the high school you attended, and its location.

HIGH SCHOOL: _____

CITY: _____ STATE: _____

19. High school grade point average. (Circle number)

- 1 A+, A, A-
- 2 B+, B
- 3 B-, C+, C
- 4 C-, D+
- 5 D, OR LESS

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20. How well do you think your high school prepared you for your present college? (Circle number)

- 1 EXCELLENT PREPARATION
- 2 AVERAGE PREPARATION
- 3 POOR PREPARATION

21. Have you obtained any educational degree beyond your high school diploma? (Circle number)

- 1 NO
- 2 YES . . . Specify _____

22. How many years have you been taking college level courses?

_____ YEARS

23. What year in school are you? (Circle number)

- 1 FIRST YEAR (FRESHMAN)
- 2 SECOND YEAR (SOPHOMORE)
- 3 THIRD YEAR (JUNIOR)
- 4 FOURTH YEAR (SENIOR)
- 5 I DON'T KNOW, BUT I'VE COMPLETED

_____ UNITS

(specify number of units)

24. Current grade point average. (Circle number)

- 1 A+, A, A-
- 2 B+, B
- 3 B-, C+, C
- 4 C-, D+
- 5 D, OR LESS

25. (If you are now in a two-year college)

Are you enrolled in a transfer program? (Circle number)

- 1 NO
- 2 YES

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26. Please list the names of all colleges you attended before enrolling in your present college.

1 _____
 2 _____
 3 _____
 4 _____

27. (If you have attended more than 1 college)
 Briefly describe the main reasons you changed schools.

28. Who helped you decide to apply to the college you now attend?
 (Circle all numbers that apply)

- 1 NO ONE
 2 FRIENDS OR FAMILY
 3 HIGH SCHOOL COUNSELOR OR TEACHER
 4 COMMUNITY ORGANIZATION
 5 THIS COLLEGE'S PROGRAM FOR HIGH SCHOOL STUDENTS
 6 A REPRESENTATIVE OF THIS CAMPUS
 7 OTHER (specify) _____

29. How often has your undergraduate education been interrupted?
 (Interrupted means having to leave for one or more terms.)

- 1 NEVER
 2 ONCE
 3 TWICE
 4 THREE OR MORE TIMES

IF NEVER, SKIP TO
 QUESTION 32.

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56-59

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30. (If your education has been interrupted)

What was the longest time you stayed away from college? (Do not include summers: fill in number of terms)

_____ (circle appropriate term) _____ SEMESTERS
QUARTERS

31. When you last left college, what were the three most important reasons you left? (Circle three--or fewer--numbers that apply.)

- 1 FINANCIAL DIFFICULTIES
- 2 MARRIAGE, CARE FOR CHILDREN OF OTHER FAMILY MEMBER, CHILD BIRTH
- 3 GOOD JOB OPPORTUNITY
- 4 DOING POORLY IN SCHOOL, POOR GRADES
- 5 FELT DISCRIMINATED AGAINST
- 6 WAS TOLD I DIDN'T HAVE THE ABILITY TO CONTINUE IN COLLEGE BY AN ADVISOR OR INSTRUCTOR
- 7 OTHER REASON (specify) _____

32. What is your current major? (Circle number)

- 1 I DO NOT HAVE A MAJOR YET. → SKIP TO QUESTION 37
- 2 MY MAJOR IS (specify) _____

33. (If you have a major)

Who helped you decide on your major? (Circle all numbers that apply)

- 1 FRIENDS
- 2 FAMILY
- 3 TEACHERS
- 4 COUNSELORS/ADVISORS
- 5 ADMINISTRATORS
- 6 NO ONE, I CHOOSE IT MYSELF

34. Have you ever changed majors?

- 1 NO → SKIP TO QUESTION 37
- 2 YES

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35. (If you have changed majors)

What was your old major? _____ MAJOR

36. Why did you change majors? (Circle all numbers that apply)

- 1 I WAS TOLD I DIDN'T HAVE THE ABILITY FOR THAT MAJOR.
- 2 MY INTERESTS CHANGED.
- 3 I FELT I WAS NOT DOING WELL ENOUGH.
- 4 I WAS TOLD MY GRADES WERE NOT HIGH ENOUGH.
- 5 I DIDN'T LIKE THE COURSES AND/OR TEACHERS.
- 6 OTHER REASON (specify) _____

37. Have you ever been on academic probation? (Circle number)

- 1 NO
- 2 YES

38. How many courses did you take last semester/quarter?

_____ COURSES

39. How many units (credit hours) are you taking currently?

_____ UNITS

40. What are your educational plans? (Circle the amount of schooling that you plan to complete.)

- 1 SOME SELECTED COURSES
- 2 COMPLETION OF A SPECIFIC PROGRAM/2 YEARS OR LESS OF COLLEGE
- 3 OBTAIN UNDERGRADUATE DEGREE
- 4 SOME GRADUATE WORK OR A TEACHING CREDENTIAL.
- 5 OBTAIN A GRADUATE OR PROFESSIONAL DEGREE (M.A., M.D., Ph.D., etc.)

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41. As every one knows, plans don't always work out. How much schooling do you think you will actually complete?
(Circle number)

- 1 SOME SELECTED COURSES
- 2 COMPLETION OF A SPECIFIC PROGRAM/2 YEARS OR LESS OF COLLEGE
- 3 OBTAIN UNDERGRADUATE DEGREE
- 4 SOME GRADUATE WORK OR A TEACHING CREDENTIAL.
- 5 OBTAIN A GRADUATE OR PROFESSIONAL DEGREE (M.A., M.D., Ph.D., etc.)

42. At the present time, how likely is it that you will do any of the following? (Circle answer)

MU = MOST UNLIKELY
 NVL = NOT VERY LIKELY
 SL = SOMEWHAT LIKELY
 VL = VERY LIKELY
 ML = MOST LIKELY

		Likelihood				
		MU	NVL	SL	VL	ML
1	Need extra time to complete degree requirements	MU	NVL	SL	VL	ML
2	Graduate from program in which you are now enrolled. . .	MU	NVL	SL	VL	ML
3	Drop out of college temporarily this year or next. . .	MU	NVL	SL	VL	ML
4	Drop out of college permanently	MU	NVL	SL	VL	ML

FINANCES & EMPLOYMENT

43. How much of this year's educational expenses (room, board, tuition, fees, etc.) do you expect to receive from each of the following sources? (Circle answer; circle "NONE" if you receive no money from a particular source.)

		Amount of financial support				
		NONE	SOME	HALF	MOST	ALL
1	Parental or family support	NONE	SOME	HALF	MOST	ALL
2	Grants or scholarships.	NONE	SOME	HALF	MOST	ALL
3	Loans	NONE	SOME	HALF	MOST	ALL

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22-24

44. Please indicate the income that you and your family earn. Do not include money received from loans or scholarships. (Circle number of one choice in each column)

(If married)				
FATHER	MOTHER	SELF	SPOUSE	
1	1	1	1	LESS THAN \$500 A YEAR
2	2	2	2	\$500 - \$999 A YEAR
3	3	3	3	\$1000 - \$1,999 A YEAR
4	4	4	4	\$2000 - \$2,999 A YEAR
5	5	5	5	\$3000 - \$4,999 A YEAR
6	6	6	6	\$5000 - \$7,999 A YEAR
7	7	7	7	\$8000 - \$10,999 A YEAR
8	8	8	8	\$11,000 - \$14,999 A YEAR
9	9	9	9	\$15,000 - \$19,999 A YEAR
10	10	10	10	\$20,000 - \$24,999 A YEAR
11	11	11	11	\$25,000 - \$29,999 A YEAR
12	12	12	12	\$30,000 - \$34,999 A YEAR
13	13	13	13	\$35,000 OR MORE YEARLY

45. At the present time do you have problems paying for your college education? (Circle number)

- 1 NO PROBLEMS
2 SOME PROBLEMS
3 MAJOR PROBLEMS

46. Are you currently employed? (Circle number)

- 1 NO —→ SKIP TO QUESTION 51.
2 YES

47. How many hours a week do you work? _____ HOURS

48. Where do you work? (Circle number)

- 1 ON CAMPUS
2 OFF CAMPUS

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25-28	29	30	31-32	33

49. (If you work on campus)
Is your campus job through the Work-Study Program?
(Circle number)

1 NO
2 YES

50. Is your job related to your future career goals or
current schoolwork? (Circle number)

1 NO
2 YES

51. (If you intend to work outside the home)
Describe the kind of work you plan to do after completing
your education. (For example: teacher in a high school)
-

52. How likely is it that you will get married before
finishing your undergraduate work and obtaining
your degree? (Circle number)

1 I AM MARRIED NOW.
2 I WILL DEFINITELY GET MARRIED
BEFORE GETTING MY DEGREE.
3 I AM NOT SURE; I MAY GET MARRIED
BEFORE GETTING MY DEGREE.
4 I DEFINITELY WILL NOT MARRY
BEFORE GETTING MY DEGREE.

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ACADEMIC INSTRUCTION, ADVISING, & RELATED EXPERIENCES

54. Using the categories below, indicate how frequently you: (Circle letter)

N = NEVER
S = SELDOM
ST = SOMETIMES
O = OFTEN
A = ALWAYS

	Frequency				
1 Arrive late to class	N	S	ST	O	A
2 Turn in a paper late	N	S	ST	O	A
3 Daydream or lose attention in class	N	S	ST	O	A
4 Go to class without doing assigned reading	N	S	ST	O	A
5 Go to class without doing written assignment	N	S	ST	O	A

55. Excluding large lecture classes, how often do you speak up in class? (Circle number)

1 NEVER
2 SELDOM
3 SOMETIMES
4 OFTEN
5 VERY OFTEN

56. How often do you take it upon yourself to see an instructor? (Circle number)

1 NEVER
2 SELDOM
3 SOMETIMES
4 OFTEN
5 VERY OFTEN

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44-43

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57. We all do good work sometimes. When you do good work, how often do your instructors give you good grades? (Circle number)

- 1 NEVER
- 2 SELDOM
- 3 SOMETIMES
- 4 OFTEN
- 5 ALWAYS

58. We all do poor work sometimes. When you do poor work, how often do your instructors give you poor grades? (Circle number)

- 1 NEVER
- 2 SELDOM
- 3 SOMETIMES
- 4 OFTEN
- 5 ALWAYS

59. When you do try hard, how often do you get good grades? (Circle number)

- 1 NEVER
- 2 SELDOM
- 3 SOMETIMES
- 4 OFTEN
- 5 ALWAYS

60. When you don't try hard, how often do you get poor grades? (Circle number)

- 1 NEVER
- 2 SELDOM
- 3 SOMETIMES
- 4 OFTEN
- 5 ALWAYS

61. When instructors return your written work to you, what kind of comment or rating do you usually get? (Circle number)

- 1 NOTHING BUT A PASS-FAIL ON THE RETURNED WORK
- 2 NOTHING BUT A GRADE WRITTEN ON THE RETURNED WORK
- 3 GENERAL COMMENTS, SUCH AS "GOOD WORK" OR "NEEDS IMPROVEMENT"
- 4 COMMENTS TELLING ME SPECIFICALLY WHAT IS RIGHT OR WRONG ABOUT MY WORK
- 5 COMMENTS THAT NOT ONLY TELL ME WHAT IS RIGHT OR WRONG ABOUT MY WORK, BUT ALSO TELL ME SPECIFICALLY HOW I CAN DO BETTER WORK

62. How frequently has an instructor asked to meet with you to go over your work? (Circle number)

- 1 NEVER
- 2 SELDOM
- 3 A FEW TIMES
- 4 OFTEN
- 5 VERY OFTEN

63. How often have you suspected that your teachers discriminated against you because you are Chicano? (Circle answer)

- 1 NEVER
- 2 SELDOM
- 3 SOMETIMES
- 4 OFTEN
- 5 ALWAYS

64. On the average, what is the total number of hours a week you are spending on homework this quarter/semester? (Circle number)

- 1 LESS THAN 2 HOURS PER WEEK
- 2 2-5 HOURS A WEEK
- 3 6-10 HOURS A WEEK
- 4 11-15 HOURS A WEEK
- 5 MORE THAN 15 HOURS A WEEK

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65. Think about last term. On the average, how much of all your written work did your instructors actually see for all of the courses that you took? (Circle number)

- 1 NONE
- 2 SOME
- 3 ABOUT HALF
- 4 MOST
- 5 ALL OF IT

66. Now think about the class you spent the most time with. How much of all your written work did the instructor actually see? (Circle number)

- 1 NONE
- 2 SOME
- 3 ABOUT HALF
- 4 MOST
- 5 ALL OF IT

67. For your average class, how many exams, papers, or reports are you asked to turn in to the instructor? (Circle number)

- 1 ONE PER TERM
- 2 TWO PER TERM
- 3 THREE TO FOUR PER TERM
- 4 FIVE TO SIX PER TERM
- 5 MORE THAN SIX PER TERM

68. On the average, how regularly did you attend your classes last semester/quarter? (Circle number)

- 1 I HAD PERFECT ATTENDANCE.
- 2 I ONLY MISSED ONCE OR TWICE.
- 3 I MISSED ABOUT 3-5 TIMES.
- 4 I MISSED MORE THAN 5 TIMES, BUT LESS THAN HALF
- 5 I MISSED MANY CLASSES, ABOUT HALF.

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69. How well do you use English and Spanish for these activities?
(Circle answer)

P = POOR
BA = BELOW AVERAGE
A = AVERAGE
G = GOOD
E = EXCELLENT

		English Fluency				
1	Understanding others	P	BA	A	G	E
2	Speaking to others	P	BA	A	G	E
3	Reading	P	BA	A	G	E
4	Writing	P	BA	A	G	E
		Spanish Fluency				
5	Understanding others	P	BA	A	G	E
6	Speaking to others	P	BA	A	G	E
7	Reading	P	BA	A	G	E
8	Writing	P	BA	A	G	E

70. Compared to other students at your school, how well do you
perform these activities (in English)? (Circle answer)

P = POOR
BA = BELOW AVERAGE
A = AVERAGE
G = GOOD
E = EXCELLENT

		Performance				
1	Studying	P	BA	A	G	E
2	Organizing and writing papers	P	BA	A	G	E
3	Giving oral reports	P	BA	A	G	E
4	Understanding books	P	BA	A	G	E
5	Communicating ideas to others verbally	P	BA	A	G	E

71. Are you planning to take or have you already taken any of the following courses? (Circle all numbers that apply)

- 1 ENGLISH TUTORIAL COURSE
- 2 WRITING SKILLS DEVELOPMENT
- 3 ENGLISH AS A SECOND LANGUAGE
- 4 BASIC MATH SKILLS COURSE
- 5 READING SKILLS & COMPREHENSION

72. How many ethnic studies courses (e.g. Mexican-American or Raza studies) have you taken in college? (Circle number)

- 1 NONE
- 2 ONE
- 3 TWO OR THREE
- 4 FOUR OR MORE

TIME ALLOCATION & ACTIVITIES

73. How many hours did you spend last week taking care of children or elderly; cooking; cleaning; or doing other domestic work?

_____ HOURS

74. How many hours did you spend last week involved in political or church-related activities off-campus?

_____ HOURS

75. How many children do you have under your care?

_____ CHILDREN

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76-80

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1-4

4

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6

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7-8

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9-10

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76. How often do you use campus childcare facilities?
(Circle number)

- 1 AS FAR AS I KNOW, THERE ARE NO SUCH FACILITIES.
 - 2 I WOULD LIKE TO USE THEM, BUT AM UNABLE TO.
 - 3 I DON'T NEED CAMPUS CHILDCARE.
 - 4 I OCCASIONALLY USE THEM.
 - 5 I FREQUENTLY USE THEM.
 - 6 OTHER REASON FOR NOT USING THEM: (specify)
-

77. Aside from the time spent in class, how many
hours per week, on the average, do you spend on campus?
(Do not answer if you live on campus.)

HOURS

INVOLVEMENT & EXPERIENCES ON CAMPUS

78. Where do you currently live? (Circle number)

- 1 ON-CAMPUS HOUSING
- 2 OFF-CAMPUS HOUSING

79. With whom do you currently live? (Circle number)

- 1 ALONE
- 2 WITH PARENTS OR RELATIVES
- 3 WITH SPOUSE
- 4 WITH ROOMMATES OR FRIENDS
- 5 WITH A BOYFRIEND/GIRLFRIEND
(NOVIO/NOVIA)

80. Have you ever lived in a Chicano-oriented dorm or co-op?
(Circle number)

- 1 NO
- 2 YES

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81. How many close friends do you have at school? (A close friend is someone you can discuss your ideas and problems with, and spend time with socially.) (Circle number)

- 1 NO CLOSE FRIENDS —————→ SKIP TO QUESTION 84
- 2 ONE CLOSE FRIEND
- 3 2-4 FRIENDS
- 4 5-8 FRIENDS
- 5 MORE THAN 8 FRIENDS

82. How many of these are of Mexican/partial-Mexican descent? (Circle number)

- 1 NONE
- 2 ABOUT ONE FOURTH
- 3 ABOUT ONE HALF
- 4 ABOUT THREE QUARTERS
- 5 MOST OR ALL

83. How many of these are Anglo? (Circle number)

- 1 NONE
- 2 ABOUT ONE FOURTH
- 3 ABOUT ONE HALF
- 4 ABOUT THREE QUARTERS
- 5 MOST OR ALL

84. Do you feel there is a sense of community among Chicanos at your campus? (Circle number)

- 1 YES, AND I AM A PART OF THAT COMMUNITY.
- 2 YES, BUT I AM NOT A MEMBER.
- 3 NO, THERE IS NO SUCH COMMUNITY.

86. (If you participate in any campus organizations)
List the campus organizations you participate in:

1 _____
2 _____
3 _____
4 _____
5 _____

87. (If you participate in any off-campus organizations)
List the off-campus organizations you participate in:

1 _____
2 _____
3 _____
4 _____
5 _____

SOCIAL SUPPORT

88. How did your parents view your coming to college?
(Circle number of one choice in each column)

MOTHER	FATHER
--------	--------

1	1	STRONGLY SUPPORTIVE (ME ANIMARON MUCHO)
2	2	SUPPORTIVE (ME ANIMARON UN POCO)
3	3	NEUTRAL (NI SE OPUSIERON NI ME ANIMARON)
4	4	SLIGHTLY OPPOSED (SE OPUSIERON UN POCO A LA IDEA)
5	5	STRONGLY OPPOSED (SE OPUSIERON MUCHO A LA IDEA)

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36-40

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41-45

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46-47

89. Indicate how important it is to you and your family that you graduate from college. (Circle answer)

NAI = NOT AT ALL IMPORTANT

NVI = NOT VERY IMPORTANT

SI = SOMEWHAT IMPORTANT

I = IMPORTANT

VI = VERY IMPORTANT

		Degree of Importance				
1	To your father	NAI	NVI	SI	I	VI
2	To your mother	NAI	NVI	SI	I	VI
3	To yourself	NAI	NVI	SI	I	VI
	(If married)					
4	To your spouse	NAI	NVI	SI	I	VI

90. How frequently do you discuss school problems with the following people? (Circle answer; circle "NP" if these people are not present on your campus.)

N = NEVER

R = RARELY

S = SOMETIMES

F = FREQUENTLY

VP = VERY FREQUENTLY

NP = NOT PRESENT

		Frequency of contact					
1	Chicano friends on campus	N	R	S	F	VP	NP
2	Anglo friends on campus	N	R	S	F	VP	NP
3	Chicano instructors or advisors	N	R	S	F	VP	NP
4	Chicano counselors	N	R	S	F	VP	NP
5	Chicano administrators	N	R	S	F	VP	NP
6	Anglo instructors or advisors	N	R	S	F	VP	NP
7	Anglo counselors	N	R	S	F	VP	NP
8	Anglo administrators	N	R	S	F	VP	NP



91. How helpful are the following people when you have school problems? (Circle answer; circle "NP" if these people are not present on your campus.)

NH = NOT AT ALL HELPFUL
 NVH = NOT VERY HELPFUL
 SH = SOMEWHAT HELPFUL
 H = HELPFUL
 VH = VERY HELPFUL

		Helpfulness					
		NH	NVH	SH	H	VH	NP
1	Chicano friends on campus. . .	NH	NVH	SH	H	VH	NP
2	Anglo friends on campus . . .	NH	NVH	SH	H	VH	NP
3	Chicano instructors of advisors	NH	NVH	SH	H	VH	NP
4	Chicano counselors	NH	NVH	SH	H	VH	NP
5	Chicano administrators . . .	NH	NVH	SH	H	VH	NP
6	Anglo instructors or advisors	NH	NVH	SH	H	VH	NP
7	Anglo counselors	NH	NVH	SH	H	VH	NP
8	Anglo administrators	NH	NVH	SH	H	VH	NP

93. Thank you very much for completing this questionnaire. We appreciate your time, patience and cooperation.

If you have any additional comments you would like to make please use this page. In particular we would like to know:

- A) Have your college experiences been positive or negative? If negative, what would have made this experience better for you?
- B) Did we forget some important issues or questions? Which ones?



Interview 1
Reported Difficulties and
Ways of Coping With Decisions

Demographic Data

1. Age:
2. Year in school:
3. Major:
4. Father's educational level:
5. Mother's educational level:
6. No. of older siblings:
7. No. of younger siblings:
8. Have any of your brothers or sisters gone to college?
9. (If yes) Are any on this campus?
10. Are you a re-entry student?
11. Where did you grow up?

Interview Questions

1. Background to the study. Appreciation for participating.
2. WHAT PART OF THE QUESTIONNAIRE WAS MOST INTERESTING TO YOU?
3. ONE INTERESTING THING THAT CAME OUT OF THE RESPONSES WAS THE VARIETY OF PROBLEMS STUDENTS HAVE: FINANCIAL, ACADEMIC, PERSONAL, AND OTHER

SOCIAL PROBLEMS.

WHAT HAVE BEEN YOUR MAJOR DIFFICULTIES (OBSTACLES, STUMBLING BLOCKS, PROBLEMS) SINCE YOU'VE BEEN HERE?

4. WHICH ONES WERE YOU MOST WORRIED ABOUT?

5. WHAT DID YOU DO TO SOLVE THESE PROBLEMS?

(Probe: Did you talk to someone? Did you read anything?)

6. NOW I'D LIKE TO TALK ABOUT SOMETHING A LITTLE DIFFERENT. THINK OF A DIFFICULT OR STRESSFUL DECISION YOU HAD TO MAKE RECENTLY CONCERNING SCHOOL. THIS MIGHT HAVE BEEN: THINKING OF DROPPING OUT, CHANGING YOUR MAJOR, DOING SOMETHING ABOUT YOUR GRADES, DECIDING TO GET A JOB, ETC.

IF YOU HAD TO PICK ONE RECENT DIFFICULT DECISION YOU HAD TO MAKE, WHAT WOULD THAT BE?

7. NOW THINK BACK TO WHEN YOU FIRST REALIZED YOU WERE GOING TO HAVE TO MAKE A DECISION.

I'D LIKE TO HEAR ABOUT ALL THE THINGS THAT HAPPENED BETWEEN THE TIME YOU REALIZED YOU HAD TO MAKE A CHOICE AND YOUR FINAL DECISION. HOW DID IT BEGIN? TRY TO LAY OUT ALL THE EVENTS, THOUGHTS, REALIZATIONS AND DISCUSSIONS THAT LED UP TO THIS DECISION.

(Probe: Were you confused about something at that point?

Interviewer: can explain we are looking for a history in resolving problems or making decisions.)

8. WHAT QUESTIONS OR DOUBTS DID YOU HAVE AT EACH STEP? WERE SOME QUESTIONS BOTHERING YOU--YOU NEED NOT HAVE ASKED THEM OUT LOUD?

(Interviewer: Probe for questions respondent had at each step laid

out above. Repeat each step and ask: Did you have any questions then?)

9. HOW DID YOU GET ANSWERS TO THESE QUESTIONS? WHERE DID YOU GO FOR ANSWERS?

(Probe on information seeking: Did you rely on yourself? Did you talk to others? Use campus resources? Read something?

Interviewer: Note which questions were answered or partially answered, and which were not; find out 1) who else was involved, 2) how long it took to get answers, 3) how difficult it was.)

10. DO YOU FEEL COMFORTABLE WITH THE DECISION? DO YOU FEEL IT WAS RIGHT FOR YOU? HAVE YOU TOLD OTHER PEOPLE OF YOUR DECISION? DO YOU THINK YOU WILL STICK WITH YOUR DECISION?
11. IN WHAT WAYS HAVE YOUR FRIENDS AND FAMILY BEEN HELPFUL OR UNHELPFUL TO YOU SINCE YOU'VE BEEN AT SCHOOL? (Clarify whether family or friends.)
12. TELL ME A LITTLE ABOUT YOUR FRIENDS. DO THEY COME FROM THE SAME SOCIAL BACKGROUND AS YOURSELF? ARE THEY FROM CAMPUS OR BACK HOME? ARE MOST OF THEM MEXICAN-AMERICAN OR DO THEY COME FROM OTHER ETHNIC BACKGROUNDS? HOW DO YOU FEEL ABOUT MAKING FRIENDS WITH PEOPLE FROM A VARIETY OF SOCIAL AND CULTURAL BACKGROUNDS?
13. WHAT ABOUT OTHER CAMPUS GROUPS OR RESOURCES? ARE THERE PEOPLE OR GROUPS WHO HAVE BEEN PARTICULARLY HELPFUL OR NOT HELPFUL? HAS THERE BEEN ANY REALLY IMPORTANT PERSON WHO WORKS FOR YOUR COLLEGE? IS THIS PERSON ANGLO, CHICANO, OR OF SOME OTHER ETHNIC BACKGROUND? HOW DO YOU FEEL ABOUT THIS? (Probe: What have your experiences been? Has

anyone set up any roadblocks for you? Has anyone--or group--been especially supportive?)

14. WE HAD MANY INTERESTING REACTIONS TO THE TERM "CHICANO". HOW DID YOU FEEL ABOUT USING THAT TERM? (Probe: Which ethnic term do you find yourself using most often? Can you tell me why you prefer it?)
15. WAS THERE ANYTHING ELSE YOU WANTED TO TALK ABOUT THAT WE HAVEN'T DISCUSSED TODAY?

Interview 2
The Evaluation System

Interview Questions

1. BACKGROUND ON THE STUDY. APPRECIATION FOR PARTICIPATING.
2. What part of the questionnaire was most interesting to you?
3. Of the classes you have taken here could you tell me which class you really enjoyed the most? Which class was the least enjoyable (your worst class). Can you tell me what made it the best class? Can you tell me what made it the worst class? Compare these two classes? How did you feel in each class? Why did you feel this way?
4. In the (worst/best) class, did your teacher tell you exactly what you had to do to get a good grade or to do well? What other information did he/ she give you besides a grade or mark? Did you really understand what you were supposed to do on your assignments? What stands out in your mind about how the teacher graded you or let you know how well you were doing? How did the teacher let you know how your doing in this class?
5. How often did you speak up in class on your own? If you did, did you usually feel comfortable or uncomfortable about speaking up? Why? What impressed you the most about discussion in this class?

6. When you got a good grade in this class, (a good grade, in your personal opinion) what was the reason? If you ever didn't do well, what was the reason? Did anyone ever get a poor grade in this class? If no, why DO YOU THINK this was so?

THESE QUESTIONS ARE ABOUT STRESS WHICH IS A FEELING OF NERVOUSNESS OR ANXIETY THAT HAPPENS WHEN SITUATIONS GET ROUGH.

7. Did you ever feel stress in this class because there was just too much work for you to do? (or because you didn't really know what the teacher expected of you?)
8. Were you able to do anything about this? What? Did you tell anybody about how you felt? Who? Did they do anything to help? And what did they do?
9. Were there any other classes particularly stressful or hard for you? What caused the stress?

NOW, I'D LIKE YOU TO THINK ABOUT YOUR WORST CLASS WHILE WE GO OVER THESE QUESTIONS AGAIN. (RETURN TO QUESTION TWO AND BEGIN AGAIN)

Selected Demographic & Academic Characteristics of StudentsCommunity College Campus

Ethnic Self-Identification:

Mexican-American	46.3%	(62)
Mexicano	21.6%	(29)
American of Mexican descent	11.2%	(15)
Chicano	8.2%	(11)
Hispanic	1.5%	(2)
Other	0.7%	(1)
N/R	7.5%	(10)

Immigration Status/Length of Family Residence in U.S.:

Student & parents born in Mexico	12.8%	(17)
Student born in U.S., parents born in Mexico	14.3%	(19)
Student born in U.S., one parent born in Mexico	23.3%	(31)
Student & parents born in U.S.	49.6%	(66)

Birthplace:

California	52.2%	(70)
Mexico	16.4%	(22)
Texas	8.2%	(11)
Arizona	3.7%	(5)
New Mexico	3.7%	(5)
Other	5.6%	(9)
N/R	9.0%	(12)

Age:

Ranges from 18 to 62 years. Mean = 29.2 (9.7 S.D.)

Area Received Early Education:

Rural	11.2%	(15)
Small town	25.4%	(34)
Small-medium city	33.6%	(45)

Area Received Early Education (Cont'd):

Suburb	20.1%	(27)
Large city	8.2%	(11)
N/R	1.5%	(2)

Parent Education:

Father's schooling ranges from 0 to 17. Mean = 6.9 yrs. (4.4 SD)

Mother's schooling ranges from 0 to 16. Mean = 7.4 yrs. (3.8 SD)

Language Spoken in Home:

Predominantly English	23.2%	(31)
Predominantly Spanish	36.6%	(49)
Some English & Spanish	26.1%	(35)
Fully bilingual	13.4%	(18)
N/R	0.7%	(1)

High School G.P.A.:

A average	3.0%	(4)
B average	32.1%	(43)
B- to C+	52.2%	(70)
C- to D+	7.5%	(10)
D or less	0.7%	(1)
N/R	4.5%	(6)

High School Preparation:

Excellent	9.7%	(13)
Average	45.5%	(61)
Poor	41.0%	(55)
N/R	3.7%	(5)

Other Education:

Completion of A.A. degree	16.4%	(22)
Other (non-specific)	5.2%	(7)
None	76.9%	(103)
N/R	1.5%	(2)

How Often Education Has Been Interrupted:

Never	29.1%	(39)
Once	23.1%	(31)
Twice	18.7%	(25)
Three or more	16.4%	(22)
N/R	12.7%	(17)

Reasons for Leaving School:

Financial problems	22.4%	(30)
Marriage/childbirth	12.7%	(17)
Good job opportunity	7.5%	(10)
Poor academic performance	5.2%	(7)
Discrimination	1.5%	(2)
Discouraged by teachers	0.7%	(1)
Other	13.4%	(18)
N/R	36.6%	(49)

Probability of Graduating from Program:

Not likely	11.2%	(15)
Somewhat likely	11.9%	(16)
Very likely	67.1%	(90)
N/R	9.7%	(13)

Probability of Needing Extra Time to Finish Program:

Not likely	23.9%	(32)
Somewhat likely	17.2%	(23)
Very likely	51.5%	(69)
N/R	7.5%	(10)

Probability of Dropping Out Temporarily:

Not likely	64.2%	(86)
Somewhat likely	11.2%	(15)
Very likely	15.0%	(10)
N/R	9.7%	(13)

Probability of Dropping Out Permanently:

Not likely	82.1%	(110)
Somewhat likely	3.0%	(4)
Very likely	5.2%	(7)
N/R	9.7%	(13)

Time Spent Working:

Hours of paid work ranges from 2 to 80. Mean = 36.2 (10.9 SD)

Hours of domestic work ranges from 0 to 99. Mean = 18.0 (18.6 SD)

Use of Support Services:

Non-minority support services

1 - 2 services used	26%
3 - 4 services used	32%
5 - 6 services used	17%
7 + services used	6%
N/R	19%

Minority support services

1 - 2 services used	21%
N/R	79%

Helpfulness of Support Services (rated by users only):

Not helpful	8.6%	(31)
Somewhat helpful	37.2%	(134)
Helpful/very helpful	54.2%	(195)

Use of Tutorial Services:

English tutorial	13.4%	(18)
Writing skills tutorial	52.2%	(70)
English as a Second Language	12.7%	(17)
Basic Math tutorial	35.8%	(48)
Reading skills tutorial	47.8%	(64)

Academic Probation:

Students who have been on probation	26.9%	(36)
Students never on probation	70.1%	(94)
N/R	3.0%	(4)

Academic Majors:

Business	23.9%	(32)
Technical/trade skills	12.6%	(17)
Social science	9.7%	(13)
Teaching	6.0%	(8)
Engineering	3.7%	(5)
Humanities	3.0%	(4)
Cosmetology	3.0%	(4)
Science	1.5%	(2)
Pre-law	1.5%	(2)
Undecided	25.4%	(34)
N/R	7.4%	(10)

Course Load:

Less than 12 units (part time)	73.6%	(95)
12 or more units (full time)	26.4%	(34)

Educational Plans:

Complete some courses	17.2%	(23)
Complete program	36.6%	(49)
Complete B.A./B.S.	20.1%	(27)
Do some graduate work or earn teaching credential	9.0%	(12)
Complete graduate degree	13.4%	(18)
N/R	3.7%	(5)

Occupational Aspirations:

Service occupation	11.8%	(13)
Technical occupation	10.9%	(12)
Minor professional	20.9%	(23)
Major professional	8.2%	(9)
Elementary/secondary education	4.6%	(5)
Post-secondary education (teaching)	0.9%	(1)
Post-secondary education (administration)	0	
Other	3.6%	(4)
Don't know	9.1%	(10)
N/R	30.0%	(33)

Parental Financial Support:

No contribution toward school expenses	73.6%	(81)
Some contribution toward expenses	7.3%	(8)
Contribute half of school expenses	0.9%	(1)
Contribute most of school expenses	6.4%	(7)
Contribute all of school expenses	8.2%	(9)
N/R	3.6%	(4)

Financial Support from Grants:

No contribution toward school expenses	79.1%	(87)
Some contribution toward expenses	8.2%	(9)
Contribute half of school expenses	2.7%	(3)
Contribute most of school expenses	3.6%	(4)
Contribute all of school expenses	1.8%	(2)
N/R	4.5%	(5)

Financial Support from Loans:

No contribution toward school expenses	88.2%	(97)
Some contribution toward expenses	4.5%	(5)
Contribute half of school expenses	0.9%	(1)
Contribute all of school expenses	0.9%	(1)
N/R	5.5%	(6)

Sources of Stress Experienced by Students:

Not being prepared academically	40.9%	(52)
Being in a competitive place	35.6%	(47)
Speaking up in class	33.3%	(43)
Having a loss of self-confidence	32.8%	(42)
Not having enough time for school activities	32.8%	(42)

Problems Most Frequently Mentioned by Students:

Negative academic experiences
 Time management problems
 Family obligations

SELECTED DEMOGRAPHIC & ACADEMIC CHARACTERISTICS OF STUDENTSURBAN C.S.U.C. CAMPUS

Ethnic Self-Identification:

Mexican-American	30.6%	(30)
Mexicano	28.6%	(28)
Chicano	19.4%	(19)
American of Mexican descent	12.2%	(12)
Latino	2.0%	(2)
Hispanic	2.0%	(2)
Spanish	2.0%	(2)
Other	1.0%	(1)

Immigration Status/Length of Family Residence in U.S.:

Student & parents born in Mexico	13.4%	(13)
Student born in U.S., parents born in Mexico	17.5%	(17)
Student born in U.S., one parent born in Mexico	25.8%	(25)
Student & parents born in U.S.	42.3%	(41)

Birthplace:

California	60.2%	(59)
Mexico	16.3%	(16)
Texas	9.2%	(9)
Colorado	2.0%	(2)
New Mexico	2.0%	(2)
Illinois	2.0%	(2)
Oklahoma	1.0%	(1)
Utah	1.0%	(1)
Other	1.0%	(1)
N/R	5.1%	(5)

Marital Status:

Now married	13.3%	(13)
Unmarried	84.5%	(83)
N/R	2.0%	(2)

Age:

Ranges from 18 to 55 years. Mean = 23.3 (6.4 S.D.)

Area Received Early Education:

Rural	10.2%	(10)
Small town	25.5%	(25)
Small to medium city	23.5%	(23)
Suburb	24.5%	(24)
Large city	13.3%	(13)
N/R	3.1%	(3)

Parent Education:

Father's schooling ranges from 0 to 25. Mean = 8.6 years (5.3 S.D.)

Mother's schooling ranges from 0 to 18. Mean = 8.5 years (4.4 S.D.)

Language Spoken in Home:

Predominantly English	35.7%	(35)
Predominantly Spanish	30.6%	(30)
Some English & Spanish	21.4%	(21)
Fully bilingual	11.2%	(11)
N/R	1.0%	(1)

High School G.P.A.:

A average	11.2%	(11)
B average	49.0%	(48)
B- to C+	35.7%	(35)
C- to D+	2.0%	(2)
N/R	2.0%	(2)

High School Preparation:

Excellent	8.2%	(8)
Average	55.1%	(54)
Poor	36.7%	(36)

Other Education:

Completion of B.A. degree	2.0%	(2)
Completion of A.A. degree	28.6%	(28)
None	68.4%	(67)
N/R	1.0%	(1)

How Often Education Has Been Interrupted:

Never	56.1%	(55)
Once	18.4%	(18)
Twice	10.2%	(10)
Three or more	6.1%	(6)
N/R	9.2%	(9)

Reasons for Leaving School:

Financial problems	19.4%	(19)
Marriage/childbirth	11.2%	(11)
Good job opportunity	9.2%	(9)
Poor academic performance	2.0%	(2)
Discrimination	2.0%	(2)
Discouraged by teacher	2.0%	(2)
Other	12.2%	(12)

Probability of Needing Extra Time to Finish Program:

Not likely	29.6%	(29)
Somewhat likely	29.6%	(29)
Very likely	38.8%	(38)
N/R	2.0%	(2)

Probability of Graduating from Program:

Not likely	10.2%	(10)
Somewhat likely	12.2%	(12)
Very likely	76.6%	(75)
N/R	1.0%	(1)

Probability of Dropping Out Temporarily:

Not likely	77.6%	(76)
Somewhat likely	8.2%	(8)
Very likely	12.2%	(12)
N/R	2.0%	(2)

Probability of Dropping Out Permanently:

Not likely	94.9%	(93)
Somewhat likely	2.0%	(2)
Very likely	2.0%	(2)
N/R	1.0%	(1)

Time Spent Working:

Hours of paid work ranges from 0 to 45. Mean = 24.15 (11.77 S.D.)

Hours of domestic work ranges from 0 to 99. Mean = 14.12 (17.68 S.D.)

Use of Support Services:

Non-minority support services

1 - 2 services used	44%
3 - 4 services used	38%
5 - 6 services used	7%
7 + services used	11%
Never used services	0

Minority support services

1 - 2 services used	54%
Never used services	46%

Helpfulness of Support Services (rated by users only):

Not helpful	10.0%	(32)
Somewhat helpful	35.9%	(115)
Helpful/very helpful	54.1%	(173)

Use of Tutorial Services:

English tutorial	17.3%	(17)
Writing skills tutorial	46.9%	(46)
English as a Second Language	8.2%	(8)
Basic math tutorial	22.4%	(22)
Reading skills tutorial	29.6%	(29)

Academic Majors:

Business	29.6%	(29)
Social Science	23.5%	(23)
Humanities	14.3%	(14)
Sciences /pre-med	10.2%	(10)
Nursing	4.1%	(4)
Teaching	3.1%	(3)
Engineering	2.0%	(2)
Technician	1.0%	(1)
Undecided	11.2%	(11)
N/R	1.0%	(1)

Academic Probation:

Students who have been on probation	34.7%	(34)
Students never on probation	64.3%	(63)
N/R	1.0%	(1)

Course Load:

Less than 12 units (part time)	25.6%	(25)
12 or more units (full time)	71.3%	(70)
N/R	3.1%	(3)

Educational Plans:

Complete some courses	1.0%	(1)
Complete program	5.1%	(5)
Complete B.A./B.S.	41.8%	(41)
Do some graduate work or earn teaching credential	22.4%	(22)
Complete graduate degree	29.6%	(29)

Occupational Aspirations:

Service occupations	2.1%	(2)
Technical occupations	2.1%	(2)
Minor professional	45.8%	(44)
Major professional	19.8%	(19)
Elementary/secondary education	12.5%	(12)
Post-secondary education (teaching)	2.1%	(2)
Post-secondary education (administration)	1.0%	(1)
Don't know	2.1%	(2)
N/R	12.5%	(12)

Parental Financial Support:

No contribution toward school expenses	43.9%	(43)
Some contribution toward expenses	29.6%	(29)
Contribute half of school expenses	6.1%	(6)
Contribute most of school expenses	10.2%	(10)
Contribute all of school expenses	9.2%	(9)
N/R	1.0%	(1)

Financial Support from Grants:

No contribution toward school expenses	43.9%	(43)
Some contribution toward expenses	18.4%	(18)
Contribute half of school expenses	8.2%	(8)
Contribute most of school expenses	18.4%	(18)
Contribute all of school expenses	8.2%	(8)
N/R	3.1%	(3)

Financial Support from Loans:

No contribution toward school expenses	77.6%	(76)
Some contribution toward expenses	9.2%	(9)
Contribute half of school expenses	1.0%	(1)
Contribute most of school expenses	4.1%	(4)
Contribute all of school expenses	1.0%	(1)
N/R	7.1%	(7)

Sources of Stress Experienced by Students:

Being in a competitive place	49.5%	(47)
Having a loss of self-confidence	47.4%	(45)
Not being prepared academically	51.0%	(49)
Receiving discouragement from instructors	34.0%	(32)
Feeling lonely	43.2%	(41)

Problems Most Frequently Mentioned by Students:

Financial problems
 Negative academic experiences
 Need for more formal support services
 Feelings of alienation or cultural conflict

Selected Demographic & Academic Characteristics of Students

Rural C.S.U. Campus

Ethnic Self-Identification:

Mexican-American	40.3%	(81)*
Chicano	23.4%	(47)
Mexicano	16.9%	(34)
American of Mexican descent	10.0%	(20)
Other	5.0%	(10)
N/R	4.5%	(9)

Immigration Status/Length of Family Residence in U.S.:

Student & parents born in Mexico	13.4%	(27)
Student born in U.S., parents born in Mexico	16.8%	(34)
Student born in U.S., one parent born in Mexico	24.8%	(50)
Student & parents born in U.S.	44.6%	(90)

Birthplace:

California	60.2%	(121)
Texas	13.9%	(28)
Mexico	13.9%	(28)
Other	3.5%	(7)
N/R	8.5%	(17)

Age:

Ranges from 18 to 51 years. Mean = 23.3 (5.7 S.D.)

Area Received Early Education:

Rural area	22.4%	(45)
Small town	46.3%	(93)
Small-medium city	16.4%	(33)
Suburban area	10.0%	(20)
Large urban area	2.5%	(5)
N/R	2.5%	(5)

*Raw number of Ss

Parent Education:

Father's schooling ranges from 0 to 18. Mean = 7.3 yrs. (4.4 S.D.)

Mother's schooling ranges from 0 to 24. Mean = 7.9 yrs. (4.2 S.D.)

Language Spoken in Home:

Predominantly English	22.4%	(45)
Predominantly Spanish	34.8%	(70)
Some English & Spanish	29.4%	(59)
Fully bilingual	12.9%	(26)
N/R	0.5%	(1)

High School G.P.A.:

A average	17.9%	(36)
B average	46.3%	(93)
B- to C+	31.3%	(63)
C- to D+	3.0%	(6)
N/R	1.5%	(3)

High School Preparation:

Excellent	14.4%	(29)
Average	44.8%	(90)
Poor	39.3%	(79)
N/R	1.5%	(3)

Other Education:

Completion of A.A. degree	31.3%	(63)
Attended community college	52.7%	(106)
Attended technical/business school	1.0%	(2)
Attended other university	4.0%	(8)

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How Often Education Has Been Interrupted:

Never	58.7%	(118)
Once	13.9%	(28)
Twice or more	17.5%	(35)
N/R	10.0%	(20)

Reasons for Leaving School:

Financial problems	39.6%	(38)	
Marriage/childbirth	21.9%	(29)	
Good job opportunity	8.3%	(8)	
Poor academic performance	8.3%	(8)	
Discrimination	3.1%	(3)	Other 18.8% (18)

Probability of Needing Extra Time to Finish Program:

Not likely	33.3%	(67)
Somewhat likely	24.9%	(50)
Very likely	39.3%	(79)
N/R	2.5%	(5)

Probability of Graduating from Program:

Not likely	9.0%	(18)
Somewhat likely	6.5%	(13)
Very likely	83.1%	(167)
N/R	1.5%	(3)

Probability of Dropping Out Temporarily:

Not likely	84.6%	(170)
Somewhat likely	4.0%	(8)
Very likely	9.5%	(19)
N/R	2.9%	(4)

Probability of Dropping Out Permanently:

Not likely	93.6%	(188)
Somewhat likely	2.5%	(5)
Very likely	1.0%	(2)
N/R	3.0%	(6)

Time Spent Working:

Hours of paid work ranges from 0 to 50. Mean = 23.9 (11.9 S.D.)

Hours of domestic work ranges from 0 to 99. Mean = 10.8 (15 S.D.)

Use of Support Services:

Non-minority support services

1 - 2 services used	33.9% (67)
3 - 4 services used	39.9% (79)
5 - 6 services used	17.1% (34)
7 + services used	2.0% (4)
N/R	7.1% (14)

Minority support services

1 - 2 services used	40.9% (81)
3 - 4 services used	9.1% (18)
N/R	50.0% (99)

Helpfulness of Support Services (rated by users only):

Not helpful	7.0% (34)
Somewhat helpful	29.0% (139)
Helpful/very helpful	64.0% (308)

Use of Tutorial Services:

English tutorial	7.0% (14)
Writing skills tutorial	49.3% (99)
English as a Second Language	9.5% (19)
Basic math tutorial	27.4% (55)
Reading skills tutorial	20.9% (58)

Academic Probation:

Students who have been on probation	26.4% (53)
Students never on probation	73.1% (147)
N/R	0.5% (1)

Academic Majors:

Social sciences	24.4% (49)
Business	18.4% (37)
Science/pre-med	14.0% (27)
Teaching	10.0% (20)

Academic Majors: (cont'd)

Humanities	8.5%	(17)
Technical/trade skills	6.0%	(12)
Engineering	3.5%	(7)
Pre-law	1.0%	(2)
Undecided	11.5%	(23)
N/R	3.0%	(6)

Educational Plans:

Complete some courses	2.0%	(4)
Complete program	3.5%	(7)
Complete B.A./B.S. degree	35.8%	(72)
Do some graduate work or earn teaching credential	25.4%	(51)
Complete graduate/professional degree	31.8%	(64)
N/R	1.5%	(3)

Occupational Aspirations:

Service occupation	2.5%	(5)
Technical occupation	2.5%	(5)
Minor professional	20.4%	(41)
Major professional	28.4%	(57)
Education-elementary/secondary	20.4%	(41)
Education-postsecondary teaching	1.0%	(2)
Education-postsecondary administration	1.0%	(2)
Other	4.0%	(8)
Don't know	4.0%	(8)
N/R	15.9%	(32)

Parental Financial Support:

No contribution toward school expenses	44.8%	(90)
Some contribution toward expenses	31.3%	(63)
Contribute half of school expenses	4.5%	(9)
Contribute most of school expenses	8.0%	(16)
Contribute all of school expenses	7.5%	(15)
N/R	4.0%	(8)

Financial Support from Grants:

No contribution toward school expenses	29.9%	(60)
Some contribution toward expenses	21.9%	(44)
Contribute half of school expenses	7.5%	(15)
Contribute most of school expenses	23.9%	(48)
Contribute all of school expenses	13.9%	(28)
N/R	3.0%	(6)

Financial Support from Loans:

No contribution toward school expenses	58.2%	(117)
Some contribution toward expenses	22.4%	(45)
Contribute half of school expenses	4.0%	(8)
Contribute most of school expenses	7.5%	(15)
Contribute all of school expenses	0.5%	(1)
N/R	7.5%	(15)

Sources of Stress Experienced by Students:

Not having enough money	43.8%	(88)
Not being able to help family financially	48.3%	(97)
Not being prepared academically	42.8%	(86)
Speaking up in class	37.3%	(75)
Being in a competitive place	45.8%	(92)
Having a loss of self-confidence	39.8%	(80)

Problems Most Frequently Mentioned by Students:

Need for more formal support services

Financial problems

Feelings of alienation or cultural conflict

Time management problems and family obligations

SELECTED DEMOGRAPHIC & ACADEMIC CHARACTERISTICS OF STUDENTS

U.C. CAMPUS

Ethnic Self-Identification:

Chicano	30.8%	(32)
Mexican-American	24.0%	(25)
Mexicano	19.2%	(20)
American of Mexican descent	10.6%	(11)
Latino	4.8%	(5)
Hispanic	2.9%	(3)
Other	2.9%	(3)
N/R	4.8%	(5)

Immigration Status/Length of Family Residence in U.S.:

Student & parents born in Mexico	10.7%	(11)
Student born in U.S., parents born in Mexico	18.4%	(19)
Student born in U.S., one parent born in Mexico	15.5%	(16)
Student & parents born in U.S.	52.4%	(54)
N/R	2.9%	(3)

Birthplace:

California	71.2%	(74)
Mexico	11.5%	(12)
Texas	4.8%	(5)
Other	3.8%	(4)

Marital Status:

Now married	6.7%	(7)
Unmarried	92.3%	(96)
N/R	1.0%	(1)

Age:

Ranges from 17 to 36 years. Mean = 20.9 (3.3 S.D.)

Area Received Early Education:

Rural	6.7%	(7)
Small town	17.3%	(18)
Small to medium city	27.9%	(29)
Suburb	26.0%	(27)
Large city	21.2%	(22)
N/R	1.0%	(1)

Parent Education:

Father's schooling ranges from 0 to 22 years. Mean = 10.5
(4.9 S.D.)

Mother's schooling ranges from 0 to 21 years. Mean = 10.2
(4.8 S.D.)

Language Spoken in Home:

Predominantly English	38.4%	(40)
Predominantly Spanish	15.4%	(16)
Some English & Spanish	28.8%	(30)
Fully bilingual	14.4%	(15)
N/R	2.9%	(3)

High School G.P.A.

A average	33.7%	(35)
B average	52.9%	(55)
B- to C+	9.6%	(10)
C- to D+	2.9%	(3)
N/R	1.0%	(1)

High School Preparation:

Excellent	26.9%	(28)
Average	37.5%	(39)
Poor	33.7%	(35)
N/R	1.9%	(2)

Other Education:

Some previous college (non-specific)	2.9%	(3)
Completion of A.A. degree	12.5%	(13)
None	81.7%	(85)
N/R	2.9%	(3)

How Often Education Has Been Interrupted:

Never	63.5%	(66)
Once	16.3%	(17)
Twice	4.8%	(5)
Three or more	1.9%	(2)
N/R	13.5%	(14)

Reasons for Leaving School:

Financial problems	7.7%	(8)
Marriage or birth of child	7.7%	(8)
Good job	2.9%	(3)
Doing poorly	2.9%	(3)
Discrimination	1.0%	(1)
N/R	76.9%	(80)

Probability of Needing Extra Time to Finish Program:

Not likely	43.3%	(45)
Somewhat likely	21.2%	(22)
Very likely	33.6%	(35)
N/R	1.9%	(2)

Probability of Graduating from Program:

Not likely	5.7%	(6)
Somewhat likely	10.6%	(11)
Very likely	79.8%	(83)
N/R	3.8%	(4)

Use of Tutorial Services:

English tutorial	6.7%	(7)
Writing skills tutorial	31.7%	(33)
English as a Second Language	1.9%	(2)
Basic math tutorial	33.7%	(35)
Reading skills tutorial	26.9%	(28)

Academic Majors:

Social sciences	37.5%	(39)
Humanities	10.6%	(11)
Science	8.7%	(9)
Engineering	5.8%	(6)
Business	3.9%	(4)
Teaching	1.9%	(2)
Undecided	21.2%	(22)
N/R	8.7%	(9)

Academic Probation:

Students who have been on probation	23.1%	(24)
Students never on probation	76.0%	(79)
N/R	1.0%	(1)

Course Load:

Less than 12 units (part time)	10.6%	(11)
12 or more units (full time)	88.4%	(93)
N/R	1.0%	(1)

Educational Plans:

Complete some courses	1.9%	(2)
Complete program of studies	1.0%	(1)
Complete B.A./B.S.	30.0%	(32)
Do some graduate work or earn teaching credential	13.5%	(14)
Complete graduate degree	51.0%	(53)
N/R	1.9%	(2)

Probability of Dropping Out Temporarily:

Not likely	80.8%	(84)
Somewhat likely	11.5%	(12)
Very likely	5.8%	(6)
N/R	1.9%	(2)

Probability of Dropping Out Permanently:

Not likely	92.3%	(96)
Somewhat likely	3.8%	(4)
Very likely	1.0%	(1)
N/R	2.9%	(3)

Time Spent Working:

Hours of paid work ranges from 0 to 40. Mean = 15.0 (8.7 S.D.)

Hours of domestic work ranges from 0 to 40. Mean = 7.8 (8.2 S.D.)

Use of Support Services:

Non-minority support services

1 - 2 services used	21%
3 - 4 services used	45%
5 - 6 services used	28%
7 + services used	4%
Never used services	2%

Minority support services

1 - 2 services used	44%
3 - 4 services used	29%
5 - 6 services used	5%
Never used services	22%

Helpfulness of Support Services (rated by users only):

Not helpful	5.7%
Somewhat helpful	33.7%
Helpful/very helpful	60.6%

Occupational Aspirations:

Technical	0.9%	(1)
Minor professional	14.9%	(15)
Major professional	41.6%	(42)
Elementary/secondary education	5.9%	(6)
Post-secondary education (teaching)	2.9%	(3)
Post-secondary education (administration)	0.9%	(1)
Other	2.9%	(3)
Don't know	7.9%	(8)
N/R	21.8%	(22)

Parental Financial Support:

No contribution toward school expenses	44.2%	(46)
Some contribution toward expenses	26.9%	(28)
Contribute half of school expenses	5.8%	(6)
Contribute most of school expenses	16.3%	(17)
Contribute all of school expenses	6.7%	(7)

Financial Support from Grants:

No contribution toward school expenses	24.0%	(25)
Some contribution toward expenses	21.2%	(22)
Contribute half of school expenses	5.8%	(6)
Contribute most of school expenses	26.0%	(27)
Contribute all of school expenses	19.2%	(20)
N/R	3.8%	(4)

Financial Support from Loans:

No contribution toward school expenses	51.9%	(54)
Some contribution toward expenses	26.0%	(27)
Contribute half of school expenses	6.7%	(7)
Contribute most of school expenses	5.8%	(6)
Contribute all of school expenses	1.9%	(2)
N/R	7.7%	(8)

Problems Most Frequently Mentioned by Students:

Negative academic experiences

Feelings of alienation or cultural conflicts

Time management problems & family obligations

Sources of Stress Experienced by Students:

Being in competitive place	64.4%	(67)
Loss of self confidence	58.7%	(61)
Not being academically prepared	54.8%	(57)
Speaking up in class	49.1%	(50)
Not having enough money	45.2%	(47)
Not being able to help family financially	44.2%	(46)
Receiving discouragement from instructors	37.5%	(39)
Being in a cold atmosphere	37.5%	(39)
Feeling lonely	37.5%	(39)

SELECTED DEMOGRAPHIC & ACADEMIC CHARACTERISTICS OF STUDENTSPRIVATE SELECTIVE CAMPUS

Ethnic Self-Identification

Mexican American	33.8%	(49)
Chicano	25.5%	(37)
American of Mexican descent	14.5%	(21)
Mexicano	9.7%	(14)
Spanish	2.8%	(4)
Hispanic	1.4%	(2)
Anglo	1.4%	(2)
Other	6.2%	(9)
N/R	4.8%	(7)

Immigration Status/Length of Family Residence in U.S.:

Student & parents born in Mexico	6.3%	(9)
Student born in U.S., parents born in Mexico	11.1%	(16)
Student born in U.S., one parent born in Mexico	20.8%	(30)
Student & parents born in U.S.	58.3%	(84)
N/R	3.5%	(5)

Birthplace:

California	55.2%	(80)
Texas	11.0%	(16)
Mexico	9.0%	(13)
Arizona	4.1%	(6)
New Mexico	3.4%	(5)
Other U.S. states	13.1%	(19)
N/R	4.1%	(6)

Marital Status:

Now married	0.7%	(1)
Unmarried	99.3%	(144)

Age:

Ranges from 17 to 29 years. Mean = 19.7 (1.6 S.D.)

Area Received Early Education:

Rural	2.8%	(4)
Small town	23.4%	(34)
Small to medium city	17.9%	(26)
Suburb	37.9%	(55)
Large city	17.2%	(25)
N/R	0.7%	(1)

Parent Education:

Father's schooling ranges from 0 to 23 years. Mean = 12.4 yrs. (5.4 S.D.)

Mother's schooling ranges from 0 to 20 years. Mean = 11.2 yrs. (4.6 S.D.)

Language Spoken in Home:

Predominantly English	49.7%	(72)
Predominantly Spanish	14.5%	(21)
Some English & Spanish	22.8%	(33)
Fully bilingual	11.7%	(17)
N/R	1.4%	(2)

High School G.P.A.:

A average	87.6%	(127)
B average	11.7%	(17)
N/R	0.7%	(1)

High School Preparation:

Excellent	20.0%	(29)
Average	55.2%	(80)
Poor	23.4%	(34)
N/R	1.4%	(2)

Other Education:

Some previous college (non-specific)	2.1%	(3)
Completion of A.A. degree	1.4%	(2)
None	95.9%	(119)
N/R	0.7%	(1)

How Often Education Has Been Interrupted:

Never	81.4%	(118)
Once	9.0%	(13)
Twice	1.4%	(2)
Three or more	0.7%	(1)
N/R	7.6%	(11)

Reasons for Leaving School:

Doing poorly	6.2%	(9)
Financial problems	2.8%	(5)
Other	6.9%	(10)

Probability of Needing Extra Time to Finish Program:

Not likely	68.9%	(100)
Somewhat likely	16.6%	(24)
Very likely	14.5%	(21)

Probability of Graduating from Program:

Not likely	6.9%	(10)
Somewhat likely	6.2%	(9)
Very likely	85.5%	(124)
N/R	1.4%	(2)

Probability of Dropping Out Temporarily:

Not likely	82.1%	(119)
Somewhat likely	12.4%	(18)
Very likely	5.5%	(8)

Probability of Dropping Out Permanently:

Not likely	99.3%	(144)
Very likely	0.7%	(1)

Time Spent Working:

Hours of paid work ranges from 3 to 30. Mean = 12.3 (5.0 S.D.)

Hours of domestic work ranges from 0 to 24. Mean = 4.4 (5.2 S.D.)

Use of Support Services:

Non-minority support services

1 - 2 services used	9%
3 - 4 services used	41%
5 - 6 services used	40%
7 + services used	9%
Never used services	1%

Minority support services

1 - 2 services used	29%
3 - 4 services used	19%
Never used services	52%

Helpfulness of Support Services (rated by users only):

Not helpful	4.8%	(38)
Somewhat helpful	35.6%	(285)
Helpful/very helpful	59.6%	(477)

Use of Tutorial Services:

English tutorial	14.5%	(21)
Writing skills tutorial	26.9%	(39)
English as a Second Language	0.7%	(1)
Basic math tutorial	12.4%	(18)
Reading skills tutorial	14.5%	(21)

Academic Majors:

Engineering	15.2%	(22)
Sciences/pre-med	17.9%	(26)
Social sciences	11.7%	(17)
Humanities	9.0%	(13)
Undecided	44.1%	(64)
N/R	2.1%	(3)

Academic Probation:

Students who have been on probation	16.6%	(24)
Students never on probation	82.1%	(119)
N/R	1.4%	(2)

Course Load:

Less than 12 units (part time)	1.4%	(2)
12 or more units (full time)	98.6%	(143)

Educational Plans:

Complete some courses	0.7%	(1)
Complete B.A./B.S.	33.8%	(49)
Do some graduate work or earn teaching credential	12.4%	(18)
Complete graduate degree	53.1%	(77)

Occupational Aspirations:

Technical occupations	1.4%	(2)
Minor professional	17.9%	(26)
Major professional	44.1%	(64)
Elementary/secondary education	1.4%	(2)
Post-secondary education (teaching)	2.1%	(3)
Post-secondary education (administration)	2.1%	(3)
Other	2.1%	(3)
Don't know	9.6%	(14)
N/R	19.3%	(28)

Parental Financial Support:

No contribution toward school expenses	29.7%	(43)
Some contribution toward expenses	50.3%	(73)
Contribute half of school expenses	9.0%	(13)
Contribute most of school expenses	5.5%	(8)
Contribute all of school expenses	5.5%	(8)

Financial Support from Grants:

No contribution toward school expenses	9.0%	(13)
Some contribution toward expenses	13.8%	(20)
Contribute half of school expenses	16.6%	(24)
Contribute most of school expenses	55.9%	(81)
Contribute all of school expenses	1.4%	(1)
N/R	3.4%	(5)

Financial Support from Loans:

No contribution toward school expenses	16.6%	(24)
Some contribution toward expenses	65.5%	(95)
Contribute half of school expenses	6.9%	(10)
Contribute most of school expenses	5.5%	(8)
Contribute all of school expenses	0.7%	(1)
N/R	4.8%	(7)

Problems Most Frequently Mentioned by Students:

Need for more formal support services
 Negative academic experiences
 Feelings of alienation or cultural conflict

Sources of Stress Experienced by Students:

From being in a competitive place	62.8%	(91)
From not being prepared academically	58.0%	(84)
From a loss of self confidence	54.5%	(79)
From not having enough money	36.6%	(53)
From receiving discouragement from instructors	31.2%	(46)

STANFORD UNIVERSITY
STANFORD, CALIFORNIA 94305

APPENDIX F
(female)

CENTER FOR RESEARCH ON WOMEN
SERRA HOUSE, SERRA STREET
(415) 497-1994

November 1980

CHICANAS IN
POSTSECONDARY EDUCATION
(415) 497-1239

ADVISORY BOARD

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2100 Moorpark Ave
San Jose, CA 95128

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Counselor/Coordinator
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125 South 7th Street
San Jose, CA 95192

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Stanford, CA 94305

Cecilia P. Burciaga
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Alejandro Martinez
Psychologist, Cowell
Student Health Services

Arturo Pacheco
Assistant Professor/
Associate Dean of Education

University of California
Berkeley, CA 94720

Josefina Bailodano
Counselor/Coordinator
EOP/Affirmative Action

June Flores
Counselor
Dept. of Ethnic Studies

Anita Madrid
Assistant Director
Professional Development Program

Mexican American Legal
Defense and Educational
Fund

28 Geary Street
San Francisco, CA 94108

Carmen Estrada
Staff Attorney
Director, Chicana Rights Project
28 Geary Street
San Francisco, CA 94108

PROJECT OFFICERS

Elizabeth Cohen
Principal Investigator

Maria A. Chacon
Associate Investigator
and Project Director

Dear Student:

Although Americans of Mexican descent are the largest ethnic minority in California, they are the most underrepresented group in the state's colleges and universities. Statistics (see other side of page) indicate that Mexican American women face particular difficulties as students in higher education. Because so little is known about the actual experiences and problems of this group, we are conducting a research study to find out more about the obstacles encountered by Chicanas, to examine the experiences of Chicano men and women and to see how well colleges are meeting the needs of Mexican origin students.

You have been selected to participate in this study of Chicanas and Chicanos at five different colleges and universities. The enclosed questionnaire gives you the opportunity to express your views in a completely anonymous way. Because the number of students sampled is relatively small, it is vital that we hear from each one of you so that results will truly represent the thoughts of the entire group.

Your opinions are extremely valuable to us. Please return the questionnaire by ~~November 17~~ ^{within one week} in the stamped, self-addressed envelope. The results of this study will be made available to administrators at your own campus and to state officials and government representatives who are in a position to change policy and to improve services to students of Mexican origin.

No one will get your name. You may be assured of complete confidentiality. We ask that you return the enclosed postcard separately so that we can check your name off the mailing list. Do not write your name on the questionnaire.

By telling us about your own experiences you can help make this study an important first step toward identifying and meeting the needs of Chicana and Chicano undergraduates in higher education.

If you have any questions write or call me or the project staff collect at (415) 497-1239.

Sincerely,

Maria Chacon

Maria Chacon
Associate Investigator
and Project Director

EDUCATION, INCOME AND OCCUPATION:

Some Relevant Statistics

"Hispanics are the largest minority group in the West, yet they are the most underrepresented in enrollment in higher education institutions in the region." (Source: Representation of Minorities in Higher Education in the West, Western Interstate Commission for Higher Education, 1980, p.1)

In March, 1975, median years of school completed by Chicanas was only 8.4, compared to 12.3 years for all adult women the same age. (Source: Chicana Rights Monograph Series, MALDEF, 1978, "A Profile of the Chicana: A Statistical Fact Sheet, March 1975, p.1)

Only 1.1% of all Mexican origin women and 2.4% of all Mexican origin men ages 30-34 have completed four years of college, compared to 10.6% of all women and 12.5% of all men the same age. (Source: Chronicle of Higher Education, Sept. 13, 1976, p.12)

The following statistics are from Workers of Spanish Origin: A Chartbook, U. S. Department of Labor, Bureau of Labor Statistics, 1978.

In March, 1976, workers of Mexican origin had the greatest percentage (36.6%) of people with the lowest level of educational achievement, eight years of schooling or less. (Blacks: 18.9%, whites: 9.8%) and the lowest percentage (4.6% of people with four years or more of college (Blacks: 8.1%, whites: 17.2%). (p.9)

The median annual income of Mexican American women (all workers: \$3,011; year round full time workers: \$5,945) is the lowest of all groups, including Blacks and whites of both sexes, and other Spanish origin men and women. The median earnings of Mexican American men are among the lowest of all male groups (all workers: \$6,745; year round full time \$9,247). (pp.31,32)

In 1975 57.6% of Mexican American families with a female head of household had an income below the poverty level, compared to 32.4% of all families with a female head, 20.2% of families with a Mexican American male head of household and 6.1% of all families with a male head of household. (p.46)

76.5% of Spanish origin women are in low status, low paying jobs. 33.8% of Spanish origin men are in the service worker, farm worker and laborer occupations. Only 9.6% of Spanish origin women and 13% of Spanish origin men are in the professional, technical and non-farm managerial and administrative occupations (all women: 20%; all men 27.2% p.29).

STANFORD UNIVERSITY
STANFORD, CALIFORNIA 94305

F 3
(male)

CENTER FOR RESEARCH ON WOMEN
SERRA HOUSE, SERRA STREET
(415) 497-1994

November 1980

CHICANAS IN
POSTSECONDARY EDUCATION
(415) 497-1239

Dear Student:

ADVISORY BOARD

San José City College
2100 Moorpark Ave.
San Jose, CA 95128
Ted Murguía
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28 Geary Street
San Francisco, CA 94108
Carmen Estrada
Staff Attorney
Director, Chicana Rights Project
28 Geary Street
San Francisco, CA 94108

Although Americans of Mexican descent are the largest ethnic minority in California, they are the most underrepresented group in the state's colleges and universities. Because so little is known about the actual experiences and problems of this group, we are conducting a research study to find out more about the obstacles encountered by Chicanos, to examine the experiences of Chicano men and women, and to see how well colleges are meeting the needs of Mexican origin students.

You have been selected to participate in this study of Chicanas and Chicanos at five different colleges and universities. The enclosed questionnaire gives you the opportunity to express your views in a completely anonymous way. Because the number of students sampled is relatively small, it is vital that we hear from each one of you so that results will truly represent the thoughts of the entire group.

Your opinions are extremely valuable to us. Please return the questionnaire by ~~November 17~~ in the stamped, self-addressed envelope. The results of this study will be made available to administrators at your own campus and to state officials and government representatives who are in a position to change policy and to improve services to students of Mexican origin.

No one will get your name. You may be assured of complete confidentiality. We ask that you return the enclosed postcard separately so that we can check your name off the mailing list. Do not write your name on the questionnaire.

By telling us about your own experiences you can help make this study an important first step toward identifying and meeting the needs of Chicana and Chicano undergraduates in higher education.

If you have any questions write or call me or the project staff collect at (415) 497-1239.

Sincerely,

Maria Chacón

Mariá Chacón
Associate Investigator
and Project Director

PROJECT OFFICERS

Elizabeth Cohen
Principal Investigator
Maria A. Chacón
Associate Investigator
and Project Director

EDUCATION, INCOME AND OCCUPATION:

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Only 9.6% of Spanish origin women and 13% of Spanish origin men are in the professional/technical and non-farm managerial and administrative positions (all women: 20%, all men 27.2%). 76.5% of Spanish origin women are in low status, low paying jobs. 33.8% of Spanish origin men are in the service worker, farm laborer and laborer occupations (p.29)

Dear Student:

F 5

(Postcard # 1) Last week you should have received a questionnaire seeking your experiences as a Chicana or Chicano student in higher education. If you have already returned it to us please accept our sincere thanks. If not, please return it today so that we can begin to analyze the results.

The questionnaire was mailed to a small but representative sample of students of Mexican descent. It is therefore extremely important that your opinions be included in the study so that results will accurately represent the entire group.

If by some chance you did not receive the questionnaire, if you have misplaced it, or if you have questions about the study, please call me collect at (415) 497-1239.

Sincerely,

Maria Chacón

María Chacón, Ph.D.

Associate Investigator and Project Director

Dear Student:

(Postcard # 2) Two weeks ago I sent you a questionnaire asking for your views and experiences as a college or university student. As of today we have not yet received your questionnaire.

We have undertaken this study because we feel that campus and statewide policy makers should know more about the experiences and needs of students of Mexican descent. Your name was drawn from a sample of students at five campuses. We feel that you and others who have not responded may have quite different attitudes and needs than those who have. The accuracy and usefulness of this study is limited by each questionnaire that is not returned. I strongly urge you to mail it in today. If you need another copy please call me collect immediately.

Sincerely,

Maria Chacón

María Chacón, Ph.D. (415) 497-1239

Associate Investigator and Project Director

(Return
Postcard)

Please return this card so that we can check your name off the mailing list.

Check all that apply:

_____ I have completed and returned the questionnaire.

_____ I am not of Mexican or partial Mexican descent.

_____ I would be interested in participating in a follow up interview. My phone number is _____.

Name

College or University

Address

City

State

Zip

STANFORD UNIVERSITY
STANFORD, CALIFORNIA 94305

CENTER FOR RESEARCH ON WOMEN
SERRA HOUSE, SERRA STREET
(415) 497-1994

January 1981

CHICANAS IN
POSTSECONDARY EDUCATION
(415) 497-1239

Dear Student,

In November, you should have received a questionnaire investigating the college experiences and educational needs of Mexican American students. To date we have not received your completed questionnaire.

Some students called to say they did not receive the survey until after the deadline date. If this was true in your case, you may have thought it was too late to respond. We apologize for any mailing error that may have occurred. Because your opinions are valuable to us, we are extending the return period and sending you another copy of the questionnaire.

As you may know, Mexican Americans are seriously underrepresented in colleges and universities. This study is an important step in better understanding and alleviating the obstacles faced by Chicanos and Chicanas. The results are therefore of particular importance to individuals, at your college and elsewhere, who are responsible for educational policies and practices. For several months, we have been working with key faculty and administrators at your campus who support this study and who are committed to affecting policy changes based on our results. In this way, they hope to better serve the needs of students of Mexican descent. When the study is completed, we will give a talk at your campus for anyone interested in the results.

Your name was selected from a list of students enrolled at ~~Stanford University~~ in the fall of 1980. Even if you are no longer at that college, we need to hear from you and learn about your reasons for leaving school. Past experience suggests that students who leave school have different needs and experiences than those who remain.

Your contribution to the success of this study will be appreciated not only by the project staff, but also by future Chicano college students. We encourage you to return your completed questionnaire in the stamped self-addressed envelope within one week of the date received. Please fill out and return the postcard so that we can check your name off the mailing list.

Sincerely,

Maria Chacon
Maria Chacon
Project Director

ADVISORY BOARD

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San Jose, CA 95128

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28 Geary Street
San Francisco, CA 94108

Carmen Estrada
Staff Attorney
Director, Chicana Rights Project
28 Geary Street
San Francisco, CA 94108

PROJECT OFFICERS

Elizabeth Cohen
Principal Investigator

Maria A. Chacon
Associate Investigator
and Project Director

Dear Student:

In November you should have received a questionnaire about the college experiences and educational needs of students of Mexican descent. To date we have not received your completed questionnaire.

Our sample was carefully selected to include a wide variety of students so we could accurately describe the needs and experiences of a broad range of Mexican American students. Some of the phone calls we received from other students suggest several reasons for failure to complete the questionnaire: it may have been received after the deadline date (if so, we apologize for this mailing error); some students felt they were ineligible for the study because they are older than the traditional college student, because they were taking only one or two night classes, or because they had completed only a few units of college work. Like these students you may have thought you received a questionnaire by mistake, so I want to assure you that, unless you are not an undergraduate of Mexican descent, there has been no mistake.

Your name was selected from a list of students enrolled at San Jose City College in the fall of 1980. Even if you are no longer at that college we need to hear from you and learn about your reasons for leaving school. Past experience suggests that students who leave school have different needs and experiences than those who remain.

This is the first major study to focus on the educational needs of Chicana and Chicano students. The results are therefore of particular importance to college administrators and faculty who are responsible for educational policies and practices. You, as part of the community college population are especially important to our study because you represent the majority of Mexican American students in higher education. In California over 80% of Mexican descent college students are enrolled in two year community colleges. Our ability to provide educational policy makers at ~~San Jose City College~~ and elsewhere with accurate information depends upon you and others who have not yet responded.

Your contribution to the success of this study will be appreciated not only by the project staff, but also by future Chicano college students. We encourage you to return your completed questionnaire within one week of the date received.

Sinceramente,

Maria Chacon

Maria Chacon, Ph.D.
Associate Investigator
and Project Director

Patterns of School Enrollment and Transfer (the MOVE Variable)

Patterns of School Enrollment and Transfer refers to movement from school to school, reverse transfers, etc. This variable reflects the extent of multiple school attendance. We have found that there is a pattern of reverse transfer among some students. For example, students who are now at a four year college may previously attended another four year college, later transferred to a two year college and finally find themselves at a four year college. On the other hand, a person now in a two year college may have attended a four year college and transferred "down". We wanted to explore whether or not this phenomenon of reverse transfer affected persistence or degree progress. Hence, we computed the variable called MOVE, assigning a:

1. low MOVE score -- a "4" to an individual who is presently enrolled in a four year college and either never attended another institution or who previously attended a two year school. That instance would reflect, of course, the expected progress from a two year to a four year school. (A low MOVE score reflects higher progress)
2. a "3" to an individual who was currently in a two year school and had previously attended another two year school; or was currently enrolled in a four year school and had previously attended a two year school; or was currently enrolled in a four year school and had previously attended another four year school.
3. a "2" to individuals who were currently attending a four year school and had previously attended two other institutions; or were currently in a two year school and had previously attended two other community colleges.
4. a "1" or a high MOVE value if the individual had an instance of reverse transfer from a four year to a two year school. (A high MOVE score reflects slower progress)

We did a reliability analysis measure for internal consistency and obtained an alpha of 0.68482. We broke progress scores into low, mid-low, mid-high, and high categories. (campus distributions of degree progress scores are found in Chapter Two, Table 2.)

RESEARCH MEMO: Sampling Bias

In order to estimate sampling bias, student liaisons at each campus were used to contact students, who had not responded to the initial mail-out survey and the two follow-up mailings. Each student liaison was given the name, address, and phone number of ten students randomly selected from the non-respondent pool. The liaisons succeeded in soliciting responses from 21 students who had not previously responded. The reasons given for their lack of response included: students felt they were too old or atypical; students misplaced questionnaires; and students did not like the term "Chicano." With the data from these 21 questionnaires, comparisons of the ethnic self-identification and language and academic abilities of respondents and non-respondents were made to assess sampling bias.

Ethnic Self-identification

The respondents and non-respondents did not differ on their ethnic self-identification. The most frequently selected ethnic term was "Mexican-American" for both groups. The terms "Chicano" and "Mexicano" were the second and third most frequently used terms among both respondents and non-respondents. (See Table 1)

Language Skills

English skills. The respondents and non-respondents did not differ significantly in their English language abilities. The majority of students in both groups reported they had good or excellent comprehension and speaking abilities in English. The mode for both groups in comprehension and verbal skills was a rating of excellent. The majority of respondents and non-respondents also reported they had good or excellent English reading skills. The mode for respondents was a rating of excellent, whereas equal number of non-respondents rated their skills good or excellent. The majority of students in both groups

rated their writing abilities between average and excellent; the modal response for non-respondents was good and for respondents excellent. (See Table 2)

Spanish skills. Respondents and non-respondents differed slightly in their Spanish language abilities. The non-respondents tended to report better Spanish language abilities than respondents. The majority of respondents and non-respondents rated their Spanish comprehension as good or excellent; however, a higher percentage of non-respondents reported their comprehension was excellent. The largest percentage of non-respondents rated their verbal skills as excellent, whereas the smallest percentage of respondents rated their speaking skills as excellent. The largest percentage of non-respondents rated their reading skills in Spanish as excellent, and the smallest percentage of respondents rated their reading skills as excellent. The majority of respondents and non-respondents rated their writing abilities between poor and average. A higher percentage of non-respondents rated their writing skills as good or excellent. (See Table 3)

Academic Abilities

The academic abilities of respondents and non-respondents did not differ significantly. The mean score of non-respondents was slightly higher on the study skills index. The mean score of the respondents was slightly higher than the non-respondents on the degree progress index and the academic ability index. (See Table 4)

COMPARISONS OF RESPONDENTS & NON-RESPONDENTS ON DEMOGRAPHIC VARIABLES & SELECTED ACADEMIC INDICES

Table 1. Ethnic Self-Identification of Respondents & Non-Respondents

Self-Id Term	Respondents		Non-Respondents	
	n	%*	n	%*
Raza	1	0.2	0	-
Anglo	3	0.5	0	-
Spanish/ Hispanic	23	4.0	0	-
Mexicano	112	19.5	4	19.0
Chicano	136	23.7	6	28.6
Mexican-American	299	52.1	11	52.4

Table 2. English Language Skills

Ability	Respondents		Non-Respondents	
	n	%*	n	%*
Understanding others:				
Poor	0	-	0	-
Below average	2	0.3	0	-
Average	38	6.1	2	9.5
Good	161	25.7	6	28.6
Excellent	418	66.7	13	61.9
Speaking to others:				
Poor	2	0.3	0	-
Below average	6	1.0	1	4.8
Average	65	10.5	1	4.8
Good	204	33.0	9	42.9
Excellent	341	55.2	10	47.6

*(Per cent of respondent/non-respondent sub-sample)

Table 2. English Language Skills (Cont'd)

Ability	Respondents		Non-Respondents	
	n	%	n	%
Reading:				
Poor	2	0.3	1	5.0
Below average	18	2.9	0	-
Average	60	9.7	1	5.0
Good	177	28.7	9	45.0
Excellent	360	58.3	9	45.0
Writing:				
Poor	8	1.3	1	4.8
Below average	26	4.1	0	-
Average	115	18.3	4	19.0
Good	196	31.3	10	47.6
Excellent	273	43.5	6	28.6

Table 3. Spanish Language Skills

Ability	Respondents		Non-Respondents	
	n	%	n	%
Understanding others:				
Poor	57	9.3	1	4.8
Below average	94	15.3	3	14.3
Average	104	16.9	5	23.8
Good	199	32.4	2	9.5
Excellent	160	26.1	10	47.6
Speaking to others:				
Poor	127	20.7	2	9.5
Below average	134	21.8	2	19.0
Average	130	21.2	5	23.8
Good	142	23.1	3	14.3
Excellent	81	13.2	7	33.3

Table 3. Spanish Language Skills (Cont'd)

Ability	Respondents		Non-Respondents	
	n	%	n	%
Reading:				
Poor	106	17.2	3	14.3
Below average	141	22.9	4	19.0
Average	148	24.0	4	19.0
Good	150	24.4	4	19.0
Excellent	71	11.5	6	28.6
Writing:				
Poor	160	26.0	4	19.0
Below average	145	23.6	6	28.6
Average	150	24.4	3	14.3
Good	119	19.3	4	19.0
Excellent	41	6.7	4	19.0

Table 4. Scores of Respondents & Non-Respondents on Academic Performance Indices

Index	Respondents		Non-Respondents	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Study skills	17.87	4.36	18.33	3.84
Progress toward degreee	3.71	0.65	3.64	0.48
Academic difficulty	3.63	0.67	3.51	0.67

TABLE 17A

Multivariate Analysis:
Predictors of Freedom from Academic Difficulty and Program Progress
for University of Calif. Campus

Predicting Freedom from Academic Difficulty

Predictors	Beta	F Value
SES	.18	3.78**
Domest. Hrs. Work	-.32	11.35**
Integration+	-.06	.46

$R_2 = .16$

Predicting Program Progress

SES	-.17	3.47*
Domest. Hrs. Work	-.26	7.81**
Paid Hrs. Work	.03	.15
Freedom from Academic Difficulty	.38	15.38**
Integration	.08	.73

$R_2 = .27$

* $p < .05$

** $p < .01$

+ The index "Integration" refers to the social integration of the student on campus. It combines the number of extra-curricular activities, the number of friends, the frequency and helpfulness of discussions with them and the frequency of discussions with administrators and counselors as well as the helpfulness of those discussions.

TABLE 17B

Multivariate Analysis:
Predictors of Freedom from Academic Difficulty and Program Progress
for Urban State University

Predicting Freedom from Academic Difficulty

Predictors	Beta	F Value
SES	.35	11.61**
Domest. Hrs. Work	.08	.66
Paid Hrs. Work	.02	.02
Integration+	.03	.09

$$R_2 = .13$$

Predicting Program Progress

SES	-.06	.41
Domest. Hrs. Work	-.30	10.47**
Paid Hrs. Work	-.34	14.23**
Freedom from Acad.- emic Difficulty	.26	7.33**
Integration	.18	4.01**

$$R_2 = .32$$

** $p < .01$

+ The index "Integration" refers to the social integration of the student on campus. It combines the number of extra-curricular activities, the number of friends, the frequency and helpfulness of discussions with them and the frequency of discussions with administrators and counselors as well as the helpfulness of those discussions.

TABLE 17C

Multivariate Analysis:
Predictors of Freedom from Academic Difficulty and Program Progress
for Private University

Predicting Freedom from Academic Difficulty

Predictors	Beta	F Value
SES	.33	16.30**
Domest. Hrs. Work	-.12	2.33*
Paid Hrs. Work	-.15	3.89**
Integration+	.05	.33

$$R_2 = .15$$

Predicting Program Progress

SES	-.06	.55
Domest. Hrs. Work	-.18	5.17**
Paid Hrs. Work	-.02	.07
Freedom from Academic Difficulty	.33	14.63**
Integration	.06	.47

$$R_2 = .16$$

* $p < .05$

** $p < .01$

+ The index "Integration" refers to the social integration of the student on campus. It combines the number of extra-curricular activities, the number of friends, the frequency and helpfulness of discussions with them and the frequency of discussions with administrators and counselors as well as the helpfulness of those discussions.

TABLE 17D

Multivariate Analysis:
Predictors of Freedom from Academic Difficulty and Program Progress
for Community College

Predicting Freedom from Academic Difficulty

Predictors	Beta	F Values
SES	.16	2.53*
Domest. Hrs. Work	-.13	1.51
Paid Hrs. Work	-.19	3.39**
Integration	.03	.12

$$R_2 = .09$$

Predicting Program Progress

SES	-.29	8.98**
Domest. Hrs. Work	-.30	8.89**
Paid Hrs. Work	-.20	4.09**
Freedom from Academic Difficulty	.24	6.16**
Integration	.11	1.30

$$R_2 = .21$$

* $p < .05$

** $p < .01$

+ The index "Integration" refers to the social integration of the student on campus. It combines the number of extra-curricular activities, the number of friends, the frequency and helpfulness of discussions with them and the frequency of discussions with administrators and counselors as well as the helpfulness of those discussions.

TABLE 17E

Multivariate Analysis:
Predictors of Freedom from Academic Difficulty and Program Progress
for Rural State University

Predicting Freedom from Academic Difficulty

Predictors	Beta	F Value
SES	.20	8.18**
Domest. Hrs. Work	-.23	10.64**
Paid Hrs. Work	.02	.09
Integration+	-.04	.26

$$R_2 = .11$$

Predicting Program Progress

SES	.06	.86
Domest. Hrs. Work	-.20	9.11**
Paid Hrs. Work	-.39	37.48**
Freedom from Academic Difficulty	.23	11.66**
Integration	-.01	.04

$$R_2 = .26$$

** $p < .01$

+ The index "Integration" refers to the social integration of the student on campus. It combines the number of extra-curricular activities, the number of friends, the frequency and helpfulness of discussions with them and the frequency of discussions with administrators and counselors as well as the helpfulness of those discussions.

APPENDIX J

Distributions by Campus: Age
Sex
Socioeconomic Status
High School Grade Point Average
Student Perceptions of High School Preparation
Current Grade Point Average
Academic Probation History
Currently Employed
Hours of Employment Per Week
Where Student Works (on or off campus)
Work Study Program Employment
Where Student Lives (on or off campus)
With Whom Student Lives
Residence in Chicano Oriented Dorm or Co-Op
Preferred Ethnic Identification: Father
Preferred Ethnic Identification: Mother
Language or Languages Spoken in the Home
Preferred Ethnic Identification: Student
Preferred Ethnic Identification: Spouse

Explanation of Abbreviations P = Private University
 CSU1 = Urban Cal State University
 CSU2 = Rural Cal State University
 UC = University of California Campus
 CC = Community College campus

SEX BY SCHOOL

	<u>P</u>	<u>CSU1</u>	<u>UC</u>	<u>CC</u>	<u>CSU2</u>	<u>TOTALS</u>
<u>TOTAL N</u>	142	97	103	130	196	668
<u>% OF TOTAL N</u>	21.3	14.5	15.4	19.5	29.3	100.0
<u>MALE</u>	56	0	0	42	62	160
	39.4	0.0	0.0	32.3	31.6	24
<u>FEMALE</u>	86	97	103	88	134	508
	60.6	100.0	100.0	67.7	68.4	76

AGE BY SCHOOL

	<u>P</u>	<u>CSU1</u>	<u>UC</u>	<u>CC</u>	<u>CSU2</u>	<u>TOTALS</u>
<u>TOTAL N</u>	142	95	103	129	193	662
<u>% OF TOTAL N</u>	21.5	14.4	15.6	19.5	29.2	100.0
<u>AGES 17-22</u>	138	60	87	42	120	447
	97.2	63.2	84.5	32.6	62.2	67.5
<u>AGES 23-30</u>	4	24	13	39	34	134
	2.8	25.3	12.6	30.2	28.0	20.2
<u>AGES 31-40</u>	0	8	3	31	13	55
	0.0	8.4	2.9	24.0	6.7	8.3
<u>AGES OVER 40</u>	0	3	0	17	6	26
	0	3.2	0.0	13.2	3.1	3.9

Socio Economic Status

Compiled from responses on parents' education and fathers' occupation

	P	CSU1	UC	CC	CSU2	ROW TOTALS
1=Low	13	17	11	31	50	122
	9.2	18.1	10.8	25.0	26.2	18.7%
2=Low/Medium	21	29	25	51	67	193
	14.9	30.9	24.5	41.1	35.1	29.6%
3=Medium/High	34	22	29	30	51	166
	24.1	23.4	28.4	24.2	26.7	25.5%
4=High	73	26	37	12	23	171
	51.8	27.7	36.3	9.7	12.0	26.2%
Valid Cases	141	94	102	124	191	652
Missing Cases	3	3	1	9	11	100.0%
Total	144	97	103	133	202	679

X-percentages of valid cases only. Missing data is excluded.

HIGH SCHOOL GRADE POINT AVERAGE

	<u>P</u>	<u>CSU1</u>	<u>UC</u>	<u>CC</u>	<u>CSU2</u>	<u>TOTALS</u>
<u>TOTAL N</u>	143	95	102	127	199	666
<u>% OF TOTAL N</u>	21.5	14.3	15.3	19.0	29.9	100.0
<u>A+, A, A-</u>	126 88.1	10 10.5	34 33.3	4 3.1	36 18.1	210 31.5
<u>B+, B</u>	17 11.9	48 50.5	55 53.9	42 33.1	94 47.2	256 38.4
<u>B-, C+, C</u>	0 0.0	35 36.8	10 9.8	70 55.1	63 31.7	178 26.7
<u>C-, D+</u>	0 0.0	2 2.1	3 2.9	10 7.9	6 3.0	21 3.2
<u>D OR LESS</u>	0 0.0	0 0.0	0 0.0	1 0.8	0 0.0	1 0.2

STUDENT'S PERCEPTION OF HIGH SCHOOL PREPARATION

	<u>P</u>	<u>CSU1</u>	<u>UC</u>	<u>CC</u>	<u>CSU2</u>	<u>TOTALS</u>
<u>TOTAL N</u>	142	97	101	128	199	667
<u>% OF TOTAL N</u>	21.3	14.5	15.1	19.2	29.8	100.0
<u>EXCELLENT HS PREP</u>	29 20.4	7 7.2	28 27.7	13 10.2	29 14.6	105 15.9
<u>AVERAGE HS PREP</u>	79 55.6	54 55.7	38 37.6	60 46.9	91 45.7	322 48.3
<u>POOR HS PREP</u>	34 23.9	36 37.1	35 34.7	55 43.0	79 39.7	239 35.8

CURRENT GRADE POINT AVERAGE

	<u>P</u>	<u>CSU1</u>	<u>UC</u>	<u>CC</u>	<u>CSU2</u>	<u>TOTALS</u>
<u>TOTAL N</u>	143	97	101	128	197	666
<u>% OF TOTAL N</u>	21.5	14.6	15.1	19.2	29.6	100.0
<u>A+, A, A-</u>	12 8.4	4 4.1	5 5.0	11 8.6	11 5.6	43 6.5
<u>B+, B</u>	73 51.0	38 39.2	43 42.6	48 37.5	65 33.0	267 40.1
<u>B-, C+, C</u>	56 39.2	47 48.5	43 42.6	58 45.3	110 55.8	314 47.1
<u>C-, D+</u>	2 1.4	7 7.2	7 6.9	10 7.8	10 5.1	36 5.4
<u>D OR LESS</u>	0 0.0	1 1.0	3 3.0	1 0.8	1 0.5	6 0.9

HAVE YOU EVER BEEN ON ACADEMIC PROBATION?

	<u>P</u>	<u>CSU1</u>	<u>UC</u>	<u>CC</u>	<u>CSU2</u>	<u>TOTALS</u>
<u>TOTAL N</u>	142	96	102	129	201	670
<u>% OF TOTAL N</u>	21.2	14.3	15.2	19.3	30.0	100.0
<u>NO</u>	118 83.1	62 64.6	78 76.5	93 72.1	148 73.6	499 74.5
<u>YES</u>	24 16.9	34 35.4	24 23.5	36 27.9	53 26.4	171 25.5

CURRENTLY EMPLOYED?

	<u>P</u>	<u>CSU1</u>	<u>UC</u>	<u>CC</u>	<u>CSU2</u>	<u>TOTALS</u>
<u>TOTAL N</u>	140	95	101	127	199	662
<u>% OF TOTAL N</u>	21.1	14.4	15.3	19.2	30.1	100.0
<u>NO</u>	59	26	49	24	82	240
	42.1	27.4	48.5	18.9	41.2	36.3
<u>YES</u>	81	69	52	103	117	422
	57.9	72.6	51.5	81.1	58.8	63.7

HOURS STUDENT IS WORKING PER WEEK

	<u>P</u>	<u>CSU1</u>	<u>UC</u>	<u>CC</u>	<u>CSU2</u>	<u>TOTALS</u>
<u>TOTAL N</u>	144	97	103	133	202	679
<u>% OF TOTAL N</u>	21.2	14.3	15.2	19.6	29.7	100.0
<u>1-15 HOURS PER WEEK</u>	66 45.8	29 29.9	51 49.5	28 21.1	87 43.1	261 38.4
<u>16-25 HOURS PER WEEK</u>	64 44.4	15 15.5	30 29.1	5 3.8	33 16.3	147 21.6
<u>26-30 HOURS PER WEEK</u>	13 9.0	28 28.9	17 16.5	16 12.0	37 18.3	111 16.3
<u>31-39 HOURS PER WEEK</u>	1 0.7	2 2.1	2 1.9	4 3.0	14 6.9	23 3.4
<u>40 HOURS PER WEEK</u>	0 0.0	20 20.6	3 2.9	67 50.4	29 14.4	119 17.5
<u>MORE THAN 40 HOURS PER WEEK</u>	0 0.0	3 3.1	0 0.0	13 9.8	2 1.0	18 2.7

WHERE STUDENT WORKS

	<u>P</u>	<u>CSU1</u>	<u>UC</u>	<u>CC</u>	<u>CSU2</u>	<u>TOTALS</u>
<u>TOTAL N</u>	81	69	52	103	116	421
<u>% OF TOTAL N</u>	19.2	16.4	12.4	24.5	27.6	100.0
<u>ON CAMPUS</u>	69	16	20	5	29	139
	85.2	23.2	38.5	4.9	25.0	33.0
<u>OFF CAMPUS</u>	10	52	30	97	87	276
	12.3	75.4	57.7	94.2	75.0	65.6
<u>BOTH</u>	2	1	2	1	0	6
	2.5	1.4	3.8	1.0	0.0	1.4

(IF YOU WORK ON CAMPUS) IS YOUR CAMPUS JOB THROUGH THE WORK-STUDY PROGRAM?

	<u>P</u>	<u>CSU1</u>	<u>UC</u>	<u>CC</u>	<u>CSU2</u>	<u>TOTALS</u>
<u>TOTAL N</u>	73	30	29	32	42	206
<u>% OF TOTAL N</u>	35.4	14.6	14.1	15.5	20.4	100.0
<u>NO</u>	27	16	15	27	21	106
	37.0	53.3	51.7	84.4	50.0	51.5
<u>YES</u>	46	14	14	5	21	100
	63.0	46.7	48.3	15.6	50.0	48.5

WHERE STUDENT LIVES

	<u>P</u>	<u>CSU1</u>	<u>UC</u>	<u>CC</u>	<u>CSU2</u>	<u>TOTALS</u>
<u>TOTAL N</u>	144	94	103	128	201	670
<u>% OF TOTAL N</u>	21.5	14.0	15.4	19.1	30.0	100.0
<u>LIVING ON-CAMPUS</u>	119	5	24	1	18	167
	82.6	5.3	23.3	0.8	9.0	24.9
<u>LIVING OFF-CAMPUS</u>	25	89	79	127	183	503
	17.4	94.7	76.7	99.2	91.0	75.1

WITH WHOM STUDENT LIVES

	<u>P</u>	<u>CSU1</u>	<u>UC</u>	<u>CC</u>	<u>CSU2</u>	<u>TOTALS</u>
<u>TOTAL N</u>	143	94	103	132	200	672
<u>% OF TOTAL N</u>	21.3	14.0	15.3	19.6	29.8	100.0
<u>ALONE</u>	10	12	7	15	11	55
	7.0	12.8	6.8	11.4	5.5	8.2
<u>WITH FAMILY</u>	1	42	17	47	65	172
	0.7	44.7	16.5	35.6	32.5	25.6
<u>WITH SPOUSE</u>	1	13	8	55	37	114
	0.7	13.8	7.8	41.7	18.5	17.0
<u>WITH ROOMMATES,</u>	126	22	64	9	84	305
<u>FRIENDS</u>	88.1	23.4	62.1	6.8	42.0	45.4
<u>WITH BOYFRIEND,</u>	5	5	7	6	3	26
<u>GIRLFRIEND</u>	3.5	5.3	6.8	4.5	1.5	3.9

HAVE YOU EVER LIVED IN A CHICANO ORIENTED DORM OR CO-OP?

	<u>P</u>	<u>CSU1</u>	<u>UC</u>	<u>CC</u>	<u>CSU2</u>	<u>TOTALS</u>
<u>TOTAL N</u>	143	94	103	131	201	672
<u>% OF TOTAL N</u>	21.3	14.1	15.3	19.5	29.9	100.0
<u>NO</u>	102	93	90	128	187	600
	71.3	98.9	87.4	97.7	93.0	89.3
<u>YES</u>	41	1	13	3	14	72
	28.7	1.1	12.6	2.3	7.0	10.7

Preferred Ethnic Identification: Father

	P	CSU1	UC	CC	CSU2	TOTALS
TOTAL N	137	91	98	108	180	614
% OF TOTAL N	22.3	14.8	16.0	17.6	29.3	100
AMER OF MEX DES	11	7	8	13	14	53
	8.0	7.7	8.2	12.0	7.8	8.6
MEXICANO	46	49	44	49	96	284
	33.6	53.8	44.9	45.4	53.3	46.3
MEXICAN-AMERICAN	42	22	27	35	54	180
	30.7	24.2	27.6	32.4	30.0	29.3
CHICANO	5	5	4	1	10	25
	3.6	5.5	4.1	0.9	5.6	4.1
ANGLO	16	0	9	4	1	30
	11.7	0.0	9.2	3.7	0.6	4.9
COLUMN TOTAL	120	83	92	102	175	572
	87.6	91.2	94.0	94.4	97.3	93.2

Other Row totals: Latino .5% (3); Hispanic .7% (4); Spanish 2.6% (16); other 3.1% (19)

Preferred Ethnic Identification: Mother

	P	CSU1	UC	CC	CSU2	TOTALS
TOTAL N	138	95	99	114	184	630
% OF TOTAL N	21.9	15.1	15.7	18.1	29.2	100
AMER OF MEX DES	13	8	8	17	13	59
	9.4	8.4	8.1	14.9	7.1	9.4
MEXICANO	53	49	53	46	86	287
	38.4	51.6	53.5	40.4	46.7	45.6
MEXICAN-AMERICAN	39	26	21	44	62	192
	28.3	27.4	21.2	38.6	33.7	30.5
CHICANO	6	3	2	1	8	20
	4.3	3.2	2.0	0.9	4.3	3.2
ANGLO	13	6	9	1	10	39
	9.4	6.3	9.1	0.9	5.4	6.2
COLUMN TOTAL	124	92	93	109	179	597
	89.8	96.9	93.9	95.7	97.2	94.9

Other Row Totals: Hispanic 1% (6); Spanish 2.1% (13); other 2.2% (14)

What language or combination of languages was spoken in the home when you were growing up?

	P	CSU1	UC	CC	CSU2	TOTALS
TOTAL N	143	97	101	133	200	674
% OF TOTAL N	21.2	14.4	15.0	19.7	29.7	100.0
ENGLISH ONLY	23	15	15	6	13	72
	16.1	15.5	14.9	4.5	6.5	10.7
MOSTLY ENGLISH	49	20	25	25	32	151
	34.3	20.6	24.8	18.8	16.0	22.4
SOME OF BOTH	33	21	30	35	59	178
	23.1	21.6	29.7	26.3	29.5	26.4
MOSTLY SPANISH	13	15	11	21	46	106
	9.1	15.5	10.9	15.8	23.0	15.7
SPANISH ONLY	8	15	5	28	24	80
	5.6	15.5	5.0	21.1	12.0	11.9
FULLY BILINGUAL	17	11	15	18	26	87
	11.9	11.3	14.9	13.5	13.0	12.9

Preferred Ethnic Identification: Student

	P	CSU1	UC	CC	CSU2	TOTALS
TOTAL N	138	97	99	124	192	650
% OF TOTAL N	21.2	14.9	15.2	19.1	29.5	100
AMER OF MEX DES	21	12	11	15	20	79
	15.2	12.4	11.1	12.1	10.4	12.2
MEXICANO	14	28	20	29	34	125
	10.1	28.9	20.2	23.4	17.7	19.2
MEXICAN-AMERICAN	49	30	25	62	81	247
	35.5	30.9	25.3	50.0	42.2	38.0
CHICANO	37	19	32	11	47	146
	26.8	19.6	32.3	8.9	24.5	22.5
ANGLO	2	0	0	0	1	3
	1.4	0.0	0.0	0.0	0.5	0.5
COLUMN TOTAL	123	89	88	117	183	600
	89.0	91.8	88.9	94.4	95.3	92.4

Other Row Totals: Raza .2% (1); Latino 1.2% (8); Hispanic 2% (13); Spanish 1.8% (12); Other 2.5% (16)

Preferred Ethnic Identification: Spouse

	P	CSU1	UC	CC	CSU2	TOTALS
TOTAL N	1	16	7	58	40	122
% OF TOTAL N	0.8	13.1	5.7	47.5	32.8	100.0
AMER OF MEX DES	0	0	1	9	3	13
	0.0	0.0	14.3	15.5	7.5	10.7
MEXICANO	0	3	1	12	8	24
	0.0	18.8	14.3	20.7	20.0	19.7
MEXICAN-AMERICAN	1	1	1	13	13	29
	100.0	6.3	14.3	22.4	32.5	23.8
CHICANO	0	5	3	3	7	18
	0.0	31.3	42.9	5.2	17.5	14.8
ANGLO	0	6	1	13	4	24
	0.0	37.5	14.3	22.4	10.0	19.7
COLUMN TOTAL	1	15	7	50	35	108
	100.0	93.9	100.1	86.2	87.5	88.7

Other Row Totals: Hispanic .8% (1); Other 10.7% (13)

CHICANAS IN POSTSECONDARY EDUCATION
EXECUTIVE SUMMARY

I. Introduction

Of all the major population groups, Mexican American females are the poorest and the most underrepresented in higher education. In March 1979 only 2.8% of Mexican origin women over the age of 25 had completed four years or more of college. Completion rates for the non Spanish origin population in this year were 13.2% for women and 20.9% for men. During this same period only 6.4% of Mexican origin women 16 years of age and over were employed in professional or technical occupations; 23.4% were service workers and 24.8% were non transport operatives. The unemployment rate for Mexican origin females in March 1979 was 10.7%. In 1978 56% of Mexican origin females 14 years of age and over earned less than \$4,000; the median income of \$3,415 for Chicanas in that year was the lowest of all groups, including Mexican origin men, other Spanish origin men and women and all non Spanish origin persons.

The Chicano population is young and growing rapidly. Nearly half (47.5%) of all Mexican Americans are under the age of 20; 43% are under the age of 18. The median age for this group is 21.1 years, compared to 29.8 years for the population as a whole and 30.4 years for those not of Spanish origin. The youth of the Mexican origin population is a critical one for educators. Because of their numbers and youth, Mexican Americans form an increasingly important part of the student population, especially in the western and southwestern states. Statistics on levels of educational attainment for this population indicate that their needs are not currently being met.

The underrepresentation of Chicanas in higher education is particularly severe. Along with the Chicano male, the overwhelming majority of Chicanas are in the two year community college system; few transfer to a four year college. In spite of the severity of the underrepresentation, little empirical research has focused on Mexican American females and it remains difficult simply to locate statistics that do not merge Chicanas with other Spanish origin females or with Mexican American males.

The purpose of this research was to identify specific problem areas for Chicanas and to gain a better understanding of the causes of these problems. Because we included a Chicano male comparison group we were able to address the needs of Mexican American students of both sexes. We were particularly

interested in documenting the heterogeneity and complexity of the Chicana population and the corresponding variation in educational experiences. This report summarizes the findings of the two year study of the educational experiences of Chicana and Chicano undergraduates in five institutions of higher education.

II. Research Questions and Hypotheses

First, we saw a need to move away from recommendations based on national random samples that fail to give information on what happens to men and women of differing social class backgrounds who are attending different types of institutions. Therefore our study focused on five schools representing four different institutional types of campus. Men and women were selected for study at three campuses and women only at two.

Secondly, we wanted to compare the experiences of men and women and to examine how dual minority status affects the probability of finishing a college program.

Thirdly, we wanted to focus on how the experience within each type of campus social system affected students' progress through school. We examined the nature and impact of academic difficulties; the use of academic and other support services; and the effect of the extent to which they were integrated into the campus social system.

Fourthly, we knew that many of these students would be older and self-supporting. Therefore, it was critical to examine the impact of obligations outside of campus: the number of hours they worked for pay and the number of hours of domestic obligations.

Finally, we were interested in the socio-psychological issue of reference group affiliation: what were the differences in the college experiences of those who identified with their ethnic community and those who did not? Along with this interest was a focus on situational stress experienced in financial, social and academic areas.

In review, the research questions and hypotheses were as follows:

Questions

1. What are the major differences in college experience and the likelihood of successful college completion according to the type of institution attended?

2. How do differences in social background among the Chicana population relate to program completion within these differing organizational contexts?
3. What factors associated with being a woman make the college experience of Chicanas different from that of Chicano males? Do Chicanos have a higher probability of successful college completion than Chicanas?
4. How do reports of situational stress relate to academic difficulty, financial problems, and social integration? Do women suffer more from situational stress than men?

Hypotheses

1. Progress in one's college program will be correlated with successful social integration into the campus social system.
2. For students with academic difficulties, academic and social support will be correlated with program progress.
3. Students' involvement with social systems outside the campus (family obligations and/or paid work) will be negatively related to program progress.
4. Strong identification with the Chicano campus community and ethnic group will be associated with use of minority oriented support services.

III. Research Design and Selection of Sample

In order to assess adequately the range of characteristics in the Chicana undergraduate population, we selected institutions that would produce sharp differences in the type of Chicana student surveyed. We were especially interested in a sample of schools that vary widely in accessibility as determined by admissions criteria and cost.

We included five institutions in our survey: a non-sectarian private university; a University of California campus; two Cal State University campuses, one in an urban and one in a semi-rural area; and a community college. All campuses are located in northern California except for the rural Cal State campus, which is in the central part of the state.

The research instrument was a self-administered mail questionnaire. Of the 93 items all but one had multiple choice or fill in responses. We surveyed 1214 undergraduates and received 679 questionnaires for an aggregate response rate of 55.9%. The highest individual campus response rate was 64.8% at the rural Cal State University; the lowest was 44.5% at the community college. Approximately 75% of the sample were Chicana females and 25% were Chicano males. Chicano males were sampled only at the private university, the community college and the rural

Cal State campus. After the mail survey was completed we conducted 78 interviews with students representing respondents at each of the schools surveyed. The purpose of these interviews was to gather additional insights on the issues covered in the questionnaire.

We worked with registrars at each campus to secure mailing lists of students who had self-identified as Mexican American or Chicano. Where the proportion of self-identified students was small we supplemented the lists with Spanish surname students who had not indicated their ethnicity. Non Mexican origin students were eliminated through screening items so that our final sample consisted only of U.S. born students of Mexican or partial Mexican descent and Mexican born students who had lived in this country a minimum of five years. At the private university and the UC campus we took a total sample of Chicana females. At the other three schools we took a random sample. The male comparison groups were taken at a smaller sampling fraction and were drawn only at the private university, the rural Cal State campus and the community college.

Major Dependent Variable. The major dependent variable was progress toward a degree or toward the completion of a vocational program. The variables used to measure progress were: the likelihood of dropping out temporarily or permanently, or of needing extra time to complete the program or degree; the number of previous interruptions in education, if any, and the amount of time spent away from school due to interruptions; the number of units taken in the previous term; and patterns of enrollment (moving from school to school) and reverse transfer, or moving from a four year to a two year college.

Academic performance was not part of the progress index. Instead, there was a separate measure of academic performance "Freedom from Academic Difficulty". This was a conservative measure in that a high score reflected absence of serious academic problems rather than outstanding grades. In addition to grades we included measures of self-assessment of English language skills, study skills, and record of previous academic probation.

Limitations of Data. Persistence requires repeated measures over time. We have only a single point in time and therefore cannot measure persistence or the effect of key factors, such as utilization of support services, on persistence. We can only indicate the predictive value of given factors on program progress.

Despite vigorous attempts to estimate non respondent bias, our efforts provided little additional information. We were unable to locate the majority of randomly selected non respondents. There were few differences between respondents

and non-respondents who eventually submitted a questionnaire. Non-respondents tended to report better Spanish language abilities than respondents.

Methodology. Because the analysis revealed so many strong correlates of program progress that were highly intercorrelated with each other, it was necessary to turn to multivariate analysis and path modeling. This was the only way to study the question of which factors had independent effects on program progress and which factors were merely correlates of more powerful predictors.

IV. Results

A, Campus Differences. There was great diversity in age, outside commitments, socioeconomic status and English and Spanish language proficiency. As expected, the greatest contrasts were found between the private university and community college student populations.

Students at the private university were most "traditional" in many respects. With a median age of 19.7 years they were the youngest group in the sample. The majority were in the 17 to 22 year age range. Ninety nine percent were single and 83% lived in campus dorms. Nearly 60% were employed part time, primarily on campus and often through the Work Study Program. Students at this campus had the lowest weekly average hours of employment (7.27) and domestic responsibilities (4.37) and the highest socioeconomic status. Even so, this status was not especially high, nor were these students the children of major professionals. Rather, their parents tend to be minor professionals with a high school education or less. The average years of schooling were 12.4 years for fathers and 11.2 years for mothers. Students were likely to come from homes in which English is the dominant language.

Nearly 90% of private university students had a high school grade point average in the A- to A+ range. More than half considered their high school preparation average and nearly one fourth (23%) considered it poor. Greatest sources of stress on this campus were academic in nature. Most frequently cited areas of stress were being in a competitive place, feeling unprepared for college coursework, and feeling a loss of self confidence.

Private university students had the highest average scores on the freedom from academic difficulty scale and were also highest on the program progress scale. Full time enrollment is required at this campus. Students rely heavily

on grants to meet their educational expenses.

Students at the community college were at the opposite extreme in most respects. They were primarily workers and part time students. Eighty percent were employed and 60% worked forty hours or more per week. According to campus officials, approximately 60% of the total student population is enrolled in night classes. Fifty percent of our own sample were enrolled in fewer than six units of coursework, and only 26% were taking 12 units or more. Students at the community college were the oldest in the sample and had an average age of 29.2 years. The age range was 18 to 62 years. Women were significantly older than men on this campus.

This campus had the highest proportion (44%) of students who were currently married. Community college students had the highest average hours of employment (29.6 hours per week, primarily off campus). Ninety four percent receive no aid from loans, 86% receive no aid from grants and 77% receive no financial help from parents. Women at this campus reported the highest average hours of domestic work per week (22.25). Students tend to live with their spouse or family.

Community college students had the lowest scores on the socioeconomic scale. Fathers have an average of 6.9 years of education and mothers have 7.4 years. The dominant language in the parental home tended to be Spanish.

The high school G.P.A.'s of more than half the students were in the C+ to B- range. A very high proportion (41%) of students considered their high school preparation poor and 46% considered it average. Community college students were experiencing more academic difficulties than students at any of the other schools and they were making the slowest progress toward the completion of a program or degree.

Students at the other three campuses fell midway between these two extremes on most variables. UC students were similar to those at the private university in age (21.01 average), socioeconomic status, hours of employment (7.87), hours of unpaid domestic work (7.54), freedom from academic difficulty and program progress.

The average age of students at both Cal State campuses was approximately 23 years. The rural Cal State students tended to devote fewer hours to both unpaid domestic work and employment; they came from a lower socioeconomic status, had greater freedom from academic difficulty and were making better program progress. Despite the fact that they come from an SES background that was almost the same as that of community college students, they had less academic

difficulty. They were making progress comparable to that of the more selective UC campus.

The urban Cal State University campus contained many students who had heavy work and domestic obligations.

B. Male/Female Differences. We identified differences between men and women in three areas:

Domestic Work. The most important difference was in the area of unpaid domestic work, which includes activities such as childcare, household chores, taking care of elderly relatives, and other domestic duties. Women, especially those who are married, divorced or separated, report many more hours of domestic responsibilities than males with the same marital status. Women with children report especially heavy obligations. The average of 31.5 hours per week for this subgroup was nearly twice that of men with children, who report an impressive 16.8 hours per week of domestic work.

For women, the combined hours of outside employment and domestic work averaged 26.55 hours per week. The combined mean ranged from 11.55 hours at the private campus to 48.31 hours at the community college. This combination represents one of the most powerful factors affecting program progress for women. Domestic work does not have a negative effect on the progress of men.

Women with many hours of domestic work report greater stress in regard to time management. Domestic work may thus have an indirect as well as a direct effect on progress in that there is less time not only for coursework, but for friendships, and hence for informal social integration and support.

Women with high domestic hours have a lower academic self-concept, primarily in the area of English language competence. This is not true of women who have many hours of paid work. Women with many hours of domestic responsibilities generally do not reduce their courseload in proportion to the number of hours spent on domestic work, whereas women who are employed many hours do tend to reduce their courseload accordingly.

Parental Support. On the whole, parental support for the educational goals of students was high for both sexes, but men were significantly more likely than women to report that their parents were very supportive. Differential support for sons and daughters was even more characteristic of mothers than fathers. Parental opposition was very low, but women were more likely than men to report that their parents were slightly or strongly opposed to

their educational goals.

Stress. Women reported higher stress in all areas and were significantly more likely to feel stress at not being prepared academically and at not having enough money. Most other frequent sources of stress were related to academic issues: being in a competitive place, feeling a loss of self-confidence, and speaking up in class. Not being able to help out the family was another high source of stress, especially for women.

Women's Support Services. In examining the utilization of formal support services, we found that fewer than 9 of the sample at any one campus was making use of services such as women's centers and re-entry programs.

On the whole there were fewer gender related differences than anticipated. Other results reflect similar findings for both sexes unless otherwise stated.

C. Campus Factors. There were several campus factors of critical importance. The first was type of campus attended. Even when all other predictors were statistically controlled, there was a persistent favorable effect on program progress of attending the private university and a persistently unfavorable effect of attending the community college. This difference was interpreted as partly due to the differences in the ways these two campuses structured student programs. The private university did not allow less than full time attendance. In contrast, the community college permitted students to attend for many years, taking only a few courses each semester; there was no requirement of reasonable progress toward completion.

The second campus factor was the most powerful predictor isolated in the study: freedom from academic difficulty. Those students who came from lower social class backgrounds tended to report persistent deficiency in reading and writing English. These deficiencies were highly correlated with a lower high school and college G.P.A. and academic probation. Students with this pattern of academic difficulty are markedly less likely to be showing good program progress on each of the campuses studied. Socioeconomic status acted primarily to affect this area and did not have an important direct impact on program progress. Since most of the students were born in this country, it is apparent that the public schools were not effective in remediating these problems prior to college entrance.

Integration of the student within the campus was not as powerful a factor in affecting program progress as we had hypothesized. It tended to be more characteristic of higher socioeconomic status students with less academic difficulty, and those students who did not have to work so many hours. It turned out to be an independent predictor of program progress at the urban Cal State University campus.

However, having friends on campus was critical to the utilization of academic support services. In examining the effects of informal support we contrasted socially integrated students with campus isolates. The former have two or more friends on campus with whom they discuss problems (of any kind), and they rate these discussions as helpful. Campus isolates have fewer than two friends on campus for this kind of informal support.

We found a networking effect by which the informal sector draws students into using the formal support services. Students who are socially integrated into either the Chicano or Anglo sector are making greater use of formal support services.

Students whose friendships are in the Chicano sector are more likely to use formal academic support services.

Campus isolates tend to be older and to devote more hours to employment and to domestic work. They make less use of formal support services and they had lower average program progress scores.

The informal sector appears to be a double source of support in that it provides companionship in a potentially alien environment and also encourages the utilization of formal services which can play a vital role in survival.

Outreach efforts appear successful in that those most in need of formal academic support services are the ones making greatest use of such services. Students who see themselves as having weak skills are seeking help and receiving it. In general, students rated both minority oriented and general support services to be in the "somewhat helpful" range.

On the whole, membership in campus organizations was low; 60% belong to no organization at all, 15% belong to Chicano organizations only, 16% belong to general organizations only, and 10% belong to at least one of each.

Membership in a Chicano organization was positively related to taking ethnic studies courses.

D. Instructor Evaluation and Student Effort We conducted a separate study on the effects of instructor evaluation of written work on student effort. This study included all students in our sample who thought graduation was important and who reported at least minimal academic competence.

Students who considered the instructor evaluations sound exerted more effort as a result of teacher evaluation of their work. Students who turned in more work to be graded by instructors exerted more effort as a result of their evaluations and also thought instructor evaluations were more soundly based.

Visibility of student work and perceived soundness of evaluations appear to function together to affect student self-assessment of competence. Enhanced self assessment of competence in turn has a favorable influence on effort.

In our study the student with low self assessment of academic competence exerted less effort rather than more. The personal costs involved in the downward spiral of low self assessment, poor feedback and discouragement often include anxiety, frustration and physiological stress, which further decrease effort. This situation may signal the beginning of failure and dropout.

E. The Chicano Reference Group Index. The Chicano reference group index was an attitudinal scale based on preferred ethnic self identification term, a sense of belonging to the Chicano campus community, the importance of dating or marrying within the Chicano ethnic group, a self assessment of appearance as "Mexican", and a commitment to make life better for the Chicano community.

The rural Cal State campus had the highest average scores on this scale and therefore the strongest affiliation with the Chicano reference group. It was also the only campus where individual subjects attained the highest possible score. The UC campus had the second highest average scores. Lowest average scores were at the private university.

Low reference group affiliation is linked with higher socioeconomic status and a greater proportion of Anglo friends.

High scores on the reference group scale are related to lower socioeconomic status, more academic problems, and greater likelihood of reporting academic,

social and financial stress. . Students who scored high on the scale were much more likely to participate in the the informal, social life of the Chicano campus community, to belong to Chicano organizations, and to make use of formal Chicano support services.

F. Generational Differences. There were three generational groupings in our sample. Twelve percent were immigrants, with the student and both parents born in Mexico; 38% were first generation, with the student born in the United States and one (23%) or both (15%) parents born in Mexico; 45% were second generation, with the student and both parents born in the United States.

Sixty Percent of the students at the private university and 54% of the UC sample were second generation. The lowest proportion of second generation students was found at each of the two Cal State campuses. The largest proportion of immigrant status students was 13.4% at each Cal State campus. On the whole, the immigrant group was small, possibly because foreign born students had to have lived in this country for a minimum of five years to enter the sample.

Immigrants generally had better verbal communication skills in Spanish and were more likely to have taken English as a Second Language, basic math tutorials and English reading tutorials. They were more likely to be of a lower socioeconomic status.

Second generation students were more likely to come from homes in which English is the dominant language and to have better communication skills in English. They were less likely to be affiliated with the Chicano community and were more likely to be willing to date or marry outside their own ethnic group.

Spanish language fluency is declining rapidly among the student population, especially among second generation students. English language competency is not increasing as rapidly among students who are immigrants or first generation. Many of these students are entering college with English language difficulties that were not corrected at the secondary level or earlier.

Immigration status was not correlated with program progress or to academic performance in spite of language problems experienced by the more recent immigrants.

CONCLUSIONS AND RECOMMENDATIONS

Generally speaking, what did we find out about Chicanas and Chicanos, and about what was happening to them in higher education? As a group, they do not fit the stereotype often attached to this ethnic minority, nor do most fit the stereotype of the conventional college student. This is a group of Americans who are trying to move upward educationally and economically in comparison to their parents. Some come from homes where there is little formal education and where Spanish is the only language spoken. Many are over 21 years of age and are attending community college or state university campuses. Others come from more middle class, English-speaking homes and tend to be more conventional college age students with high occupational aspirations and few serious academic problems. The more middle class student is more likely to be attending the more prestigious campuses in the sample.

Aside from their ambitions to gain more education and hold better jobs than their parents, and aside from the problems of inadequate financial support that most of them experience, the sample is heterogeneous on almost every dimension. Students vary widely in age, responsibilities for jobs and domestic roles, in academic skills, and in the amount of progress they are making toward timely completion of their programs. Because of this variation, it is most unwise to make unqualified generalizations; it is not even advisable to talk about Chicanos in higher education as "they."

Then what are some of the important patterns we see for sub-groups, especially for sub-groups with different probabilities of completing their program? Many are working over 30 hours a week while attending school. Working more than 20 hours per week has a definite negative effect on one's academic progress. Particularly for the older student from a poorer family, the necessity to earn money to meet living expenses has a strong detrimental effect on chances of completing a program. Many students, who work 40 hours a week, are taking only a few units of credit at a time. Their chances of finishing their program in any reasonable length of time are poor.

A second sub-group are the women who put in many hours a week of domestic labor. Having so many responsibilities at home has a sharp negative impact on academic performance and on program progress. Although domestic responsibility is clearly correlated with marriage and children, there are not very many married students in the sample; many single women have significant responsibilities

at home. Because they are unlikely to live on campus, the most common pattern is to live with the family if they are younger or to live with their spouse if they are older.

A third important group consists of those students who are experiencing academic difficulties. On most of the campuses, almost a quarter of the sample has been on academic probation. Academic difficulties are closely related to self-report of difficulties in reading and writing English. Students who experience difficulties are much more likely to be from poorly educated families and are more likely to be first generation Americans, who experienced Spanish as a home language or a mixture of English and Spanish. Evidently, many of the sample who were educated in this country, have not been helped to master the English language by the public schools. These lingering difficulties are causing serious problems as students make their way through college. Although it is true that those with academic difficulties tend to be older and to have more domestic responsibilities, the negative effects of these factors are independent. This means that those with academic difficulties show slower progress, regardless of the number of hours of paid or domestic work or age.

The college a student attends makes a dramatic difference for the likelihood of completing one's program. Holding constant all the socio-economic and academic differences among the students at different campuses, those attending the private university are making much better progress, while those attending the community college are making much slower progress. This latter finding is particularly important given that 85% of all Chicanos who attend institutions of higher education in California, do so at the community college level. As a group, the community college students tend to have more academic difficulties, to be older, to be working more hours, and to have heavier domestic burdens. Even taking all these factors into account, there is still a negative effect of attending the community college. The community college students report the lowest use of support services, the fewest friends on campus, and the least amount of financial support from the school. The average number of units taken is only six, often representing only one course per semester taken in the evening. At the community college we studied, there is, at the present time, no structure designed to prevent the student from continuing a pattern of partial commitment to higher education indefinitely. However, the levels of educational and occupational aspirations of these part-time students are very high and are inconsistent with their snail-like progress through school.

What did we find out about the support services, some of which are carefully designed to assist minority students? Overall, those with academic difficulty are indeed the students likely to use academic support services. Although we cannot tell from a cross-sectional survey what happens as a result of using these services, the students report them to be helpful; on at least two campuses use of academic support services predicts more effort in turning in assignments on time, doing homework, and completing the assigned reading before class. The minority-oriented services are very important for those Chicanos who are immigrant or first generation students, and who come from poorer, less educated families. This is the sub-group who has a stronger ethnic identification and who is taking advantage of ethnic studies and minority-oriented support services. In many ways, this is the most upward mobile group and is therefore more likely to be alienated by the college climate. Undoubtedly minority staff, faculty and minority-oriented services play a critical role in preventing these stresses from overwhelming the student.

Finally, what is the role of informal social life, of having friends on campus? The more isolated a student is on campus, the less likely is s/he to make use of support services. This means that the way that students discover sources of much-needed help is through an informal network of friends who share information and support. Some of the campuses are large and impersonal, and almost all of their students are commuters. Lack of social integration had a detrimental effect on program progress at the urban state university campus. On other campuses, this failure to foster more informal social interaction and support creates difficulty in connecting the support services with the students who need them.

Recommendations

The recommendations below have been discussed and developed in cooperation with the study's advisory board. Because some advisory board members carry major responsibility for administration and support of minority students at their respective campuses, we have been able to develop recommendations that are hopefully both practical and powerful.

The recommendations are presented in clusters, parallel to the preceding discussion: recruitment, finances, women and domestic labor, instruction and advisement, and support services. The final section is on the community college.

Recruitment. Any list of recommendations must include a reminder of the importance of vigorous recruitment of Chicanos to institutions of higher education. They are woefully underrepresented in comparison to their numbers in the population in a state like California. As of 1978, women of any Hispanic background were still less well represented than male Hispanics at community colleges, in the state university system and at the University of California campuses. Programs that reach into the high school and find young women who meet campus standards, but who are not planning on attending college immediately, are especially important. Attendance at college and completion of educational goals is much easier for the younger woman than for those who are somewhat older and have heavy outside commitments.

Finances. There is a desperate need for financial aid. Only 7% of the sample were fully supported by their parents; and 48% received no financial aid at all from their families. Between 35% and 40% do not receive grants and loans. With the decline in federal funding it is imperative that colleges seek new outside support for minority students. Financial aid could reduce the number of hours of paid work, allowing students to complete their programs in a more reasonable period of time.

Women and domestic labor. The woman with heavy domestic burdens is evidently in distress and is in need of special assistance. Only nine women reported using women's re-entry programs that are generally designed to deal with such problems. Women's programs should reach out to the minority student who may be a little younger than their typical client, but who is nonetheless "re-entry." The staffing and approach of such programs must be examined for their appeal to minority students. Programs should integrate peer support while showing the student how to make the best use of other campus support services. For example, special orientation courses for re-entry women have been very successful in providing peer support for solutions to practical problems as well as sound academic advice.

Instruction and advisement. The student with academic difficulties is in special need of more frequent evaluation of work by instructors as well as more specific feedback about how work can be improved. Gonzalez' work has documented how this kind of evaluation will improve student effort. Otherwise, the student's lack of confidence in academic skills acts to undermine effort, and we see the beginning of a spiral downward to dropout. Academic evaluations are weaker on the two campuses with the quarter system. These campuses should re-examine how

the quarter system aggravates the effect of infrequent and non-specific evaluations. In addition to encouraging faculty to provide better, more directive evaluations through professional development, counseling services could train students to be effective in seeking more specific and detailed evaluations from their instructors.

Students who enter the college with lingering language difficulties need special advisement. They should be encouraged to take coursework and remediation in as intensive a manner as possible, so that these problems do not continue to plague the student's career. In order to accomplish this goal, each campus must be sure that all students are receiving honest evaluation of their problems and clear advice on what might be done about them. Advisement would be strengthened by more faculty and professional staff participation. Emphasis should be placed on informing students of available financial aid early in their careers when they require intensive coursework. Stronger career and academic advisement is in order. The problem of advisement is closely connected with the problem of orientation. On large urban campuses, as many as 7,000 students may begin their programs annually. Bringing in students in somewhat smaller groups over the summer for advice and orientation regarding helpful courses and programs represents one solution to this problem. "Summer bridge" programs, special orientations for transfer students, and programs of peer advisement and peer tutorings represent other solutions for such problems. On the smaller campus, it may be possible to centralize efforts in such a way that each student receives effective advising.

Support services. Support services are vital to the educational survival of financially needy students and students with academic difficulties. There are special problems in meeting the needs of minority students who feel socially and culturally different as a small minority on campus. At the present time, some of these needs are being met by minority-oriented support programs, such as EOP and by the employment of minority staff in more general support services such as counseling and financial aid. Even more middle class Chicanas and Chicanos report the need for ethnic oriented services. Many of these students feel "lost between two cultures" and marginal to both; they seek assistance in regaining their Chicano cultural heritage. In the present period, colleges are experiencing a decline in outside sources of support for special services oriented to the needs of minorities. It is then especially important that all general programs serve the entire community; staffing should reflect ethnic di-

iversity in the student population. Institutions must avoid appointing and isolating only one ethnic representative in each program and expecting that person to deal with all the problems of that ethnic group. Whatever adjustments have to be made, it seems critical to carry on outreach and support services (whether they are specialized or centralized). Most important is the commitment of college decision-makers to meet the needs of such students.

Institutions with a high proportion of night students should ensure that support services are available during the evening hours. Otherwise, the student who has a job during the day has almost no access to support.

Support services can foster social interaction that helps to integrate the commuting student into the campus. It is these informal social networks that serve to inform students of services and to persuade them to make use of the available help. There are a number of strategies that campuses have used to foster such social interaction. These include special orientation programs and courses, peer study groups, peer advisement, ethnic studies, and extra curricular activities.

The community college. Because the majority of Chicanos in higher education are located in the community college, the structural problems of this institution become critical. At the present time this institution is not well suited to meeting the needs of students from a low socio-economic background, who aspire to a B.A. degree. Their progress through the college is much too slow; they take too many courses that are not transferable; they may go on for years without making significant progress in remediating underlying academic difficulties. These colleges need to reexamine their transfer function. If they see preparing transfer students as an important function, then efforts will have to be redirected toward this goal. Otherwise, high school counselors should advise students, especially those wishing to complete a B.A. or an advanced degree, that community colleges do not provide a positive academic environment.

Students who have aspirations to transfer to a four-year college require special treatment. They would benefit from early diagnosis of their academic problems and from continuous counseling as to the consequences of such slow progress in their program. Students, who are working many hours per week, need an alternative way to meet minimal living expenses. They may also need more social support for making education the highest priority in their lives. The present structure has all the aspects of a vicious circle. The student who is working

many hours and making slight progress has the least access to support services that in turn might help him/her to reorder priorities. Likewise, the student who is experiencing academic difficulties at this institution may not be receiving the counseling and reinforcement necessary to make the commitment to overcome these difficulties. A constructive solution for this problem might be the creation of programs that separate out the transfer students to form a cadre of high aspiring peers along with assuring access to support services. At the present time it is much too easy to go on taking very few units per semester and much too easy to drop out. By making the community college so accessible to the general public, we have unwittingly created an institution with very poor holding power for the potential transfer student.

Implementation of These Recommendations

In an effort to insure that the findings from each of the campuses in this study are translated into action, it is our recommendation that task forces be set up at each campus. The purpose of each task forces is to evaluate the effectiveness of existing services and programs in light of the findings on various needs of students. Every effort should be made to insure that each task force be comprised of representatives from faculty, staff and student segments. The ethnic composition of the task force should be diversified. There is no way that isolated ethnic groups can undertake to solve the basic problems outlined in these results.

As the needs of Chicanos are identified, the issue will arise: aren't these also the problems of many other students on each campus? The answer to this question should certainly receive careful consideration. The composition of college populations has undergone great change in recent years. In many ways, this study reflects the need to modify structures that were developed for a traditional college population in order to accomodate today's changing student body.

APPENDIX

Individuals Consulted about the Project

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Judith A. Himes, Program Officer, Woodrow Wilson National Fellowship Program, Princeton, New Jersey

David Leon, Scholar in Residence, Mexican American Legal Defense and Educational Fund, San Francisco, California

Eduardo Marenco, Jr., Director, Policy Studies and Research, Mexican American Legal Defense and Educational Fund, San Francisco, California

Vera Martinez, Coordinator, Program Review, Evaluation and Research, University of California, Los Angeles

Michael Olivas, Director of Research, LULAC Educational Service Center, Washington, D.C.

Fanneuill Rinn, Assistant Dean, Undergraduate Studies, San Jose State University

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